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ABSTRACT

This curriculum guide presents principles for teaching emotionally impaired (EI) secondary students in the Jackson County Intermediate School District in Michigan. The first chapter examines management of programs for this population, developing and maintaining relationships, professional development, understanding emotional disturbance, classroom climate and process, and therapy/change systems. Entrance and exit criteria are then considered, including referral and eligibility for EI certification and requirements for EI classroom placements. Brief job descriptions for teacher, teacher assistant, teacher consultant, psychologist, and social worker are provided. The classroom environment is then considered, including safety, classroom climate and organization, room arrangement, limit setting and class rules, and group interaction. A chapter each is devoted to middle and high school program overviews and behavior management systems. Specific annual and short-term instructional objectives for students in EI programs are listed. Fourteen appendixes include program forms, criteria for social maladjustment, a mainstreaming checklist, a listing of instructional materials by subject, listings of high school courses and graduation requirements, the model used in programming for EI students, and publishers' addresses. (DB)

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Emotionally Impaired Secondary Curriculum

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This booklet describing the secondary emotionally impaired programs and curriculum is a culmination of six years of staff interaction, planning and problem solving. It includes: A) Emotionally Impaired Entrance and Exit Criteria, B) Classroom Management Techniques, C) Program Curriculum, and D) Parent Involvement.

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Washtenaw Intermediate School District draft of Performance Objectives for Secondary Special Education Students

MEAD Performance Objectives
Grand Ledge Objectives

This curriculum is dedicated to the memory of Don M. Lindsay, Social Worker, who gave of himself to all of our Emotionally Impaired students and their families.

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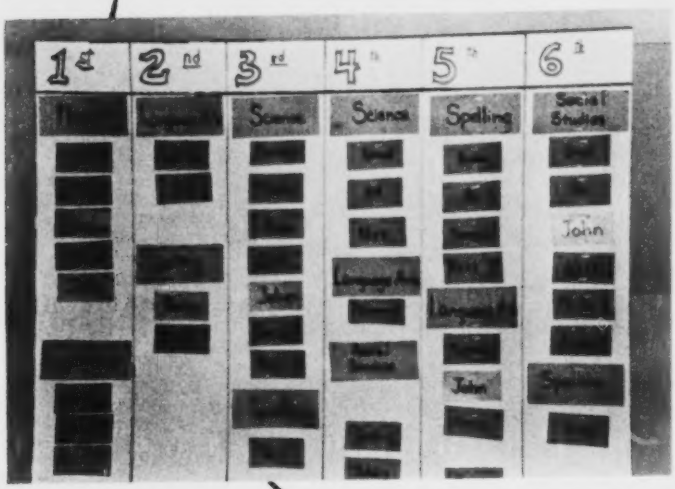
I. INTRODUCTION



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The emotionally impaired program is based on the following assumptions:

Each student is a unique individual with his/her own social and learning needs.

Meaningful relationships are basic to developing adequate social interactions.

Trust and honesty between staff and students are the foundations to meaningful relationships.

Ongoing open communication between staff members is a crucial element in meeting both adult and student needs.

Problem solving between staff, parent(s), and student(s) must be as immediate as possible for optimum growth to occur.

Understanding of the student's role in the family system is crucial to creating positive change.

All students develop at varying rates and each student's educational program must be designed in accordance with their development.

Group experiences that focus on cooperation and responsibility are essential.

Each emotionally impaired classroom can serve 10 students at any one time and a maximum of 15 students. The classroom has a teacher and assistant. The teacher in the program has state certification in the area of emotional impairment. An additional assistant may be added where extraordinary student needs exist. The emotionally impaired classrooms are located in local school districts throughout Jackson County.

Each classroom provides a variety of educational experiences. The primary function of the teacher is to facilitate each student's understanding of his/her feelings and help them change their behavior so that the student can function in a regular classroom. The program focuses on the social and emotional growth of each student. The development of specific academic skills is related to the adolescent's emotional growth. When a student is ready to assume responsibility for appropriate behavior in the regular classroom and demonstrates adequate skills for the curriculum area, he/she may be mainstreamed into a regular class.

The teacher and assistant work cooperatively with the interdisciplinary team to meet the special needs of each student. This team includes the psychologist, social worker, teacher consultant, speech therapist, and supervisor. Other ancillary service providers are involved as recommended.

The social worker and psychologist provide individual or group therapy to the students in the program. The goals of therapy may include developing the student's self concept and providing alternative models of behavior.

The social worker or psychologist helps the student examine the premises that guide the behavior. The students are helped to see themselves as others see them. Through this process they gain a more accurate picture of their assets and liabilities. Alternative ways of behaving are introduced and developed with the student.

Psychiatric consultation is provided to the program on an ongoing basis. This consultation is designed to promote staff development and to provide diagnostic information on specific students and their role in the family system.

The **interdisciplinary team** meets monthly to discuss student and family concerns, management problems, and program changes. A creative problem solving approach is used and specific management strategies are delineated and implemented by all members of the team.

A. **PARENT CONFERENCES**

The emotionally impaired program is committed to ongoing **parent involvement** as basic to each student's growth and development. Parent conferences are scheduled regularly and designed :

1. to inform parents about the emotionally impaired program and the behavior management techniques that are used,

2. to provide increased awareness of the ways to use these techniques at home,

3. to discuss the primary concerns of the family and,

4. to increase rapport.

B. **COMMUNICATION**

Home visits are made annually by the classroom teachers. The support team also make home visits throughout the year.

1. Parents can frequently be very helpful in providing information and assistance in the development of the student's program.

2. Parents have the need to know what/how their child is doing in the classroom. This includes both positive and negative reports.

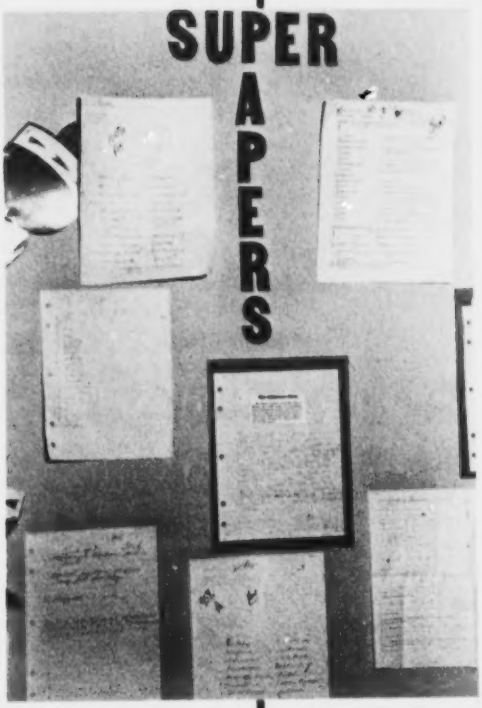
3. Contact with parents is done on a regular basis. This includes:

   a. letters, notes, progress reports
   b. phone contacts
   c. conferences and the annual review
   d. home visits

4. Parents are involved in the emotionally impaired program through:

   a. goals and Individual Educational Plan development,
   b. consequences and reinforcement of the management program,
   c. attendance at conferences.

II. EMOTIONALLY IMPAIRED PROGRAMS - HOW DO WE MAKE THEM WORK?



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I. E.I. PROGRAM MANAGEMENT

Programs for the Emotionally Impaired are often difficult to manage from both the administrator's and the classroom teacher's point of view. Therefore these programs and the staff who serve the Emotionally Impaired students and their families require special considerations such as:

A. Outstanding administrative support from the Superintendent and Director of Special Education. These administrators need to understand the complexity of E.I. programs and serve as program advocates for needed changes and improvements.

B. An effective support team i.e., Supervisor, Social Worker, Psychologist, Teacher Consultant, Teacher, Teacher Assistant, Speech/Language staff and other ancillary personnel that meets regularly to discuss the students and problem solve to meet their individual and program needs.

C. A well defined classroom Management System, a classroom climate that is structured, positive and carefully planned.

D. A therapy change system that helps individual students and their families to grow and develop.

E. Parents who cooperate to the best of their ability and are involved.

II. DEVELOPING AND MAINTAINING RELATIONSHIPS

Teachers and ancillary staff who serve this population in the programs must be able to provide for them by demonstrating that they:

A. are "fully present" and listening to the individual.

B. can build a trust relationship with the student by demonstrating **concrete** consistent caring and affection.

C. can recognize what it is that is unique and special about each student.

D. can demonstrate appreciation of the individual.

E. can encourage reciprocal communication both verbal and nonverbal with each student.

F. can discover each student's learning style

III. PROFESSIONAL DEVELOPMENT

There are numerous ways for the E.I. staff to develop and grow and to build the relationships between the adult and child. It is the supervisor's responsibility to provide:

A. Inservice opportunities such as: Speakers and Seminars

B. Films, books, journal articles

C. Appropriate classroom materials (See Appendix)

IV. UNDERSTANDING EMOTIONAL DISTURBANCE

In order to fully understand emotional disturbances the staff must be able to understand and diagnose human behavior using the following:

A. observation techniques such as time sampling, etc.

B. development of the relationships as they occur between parent and child, child and other significant adults, and child with peers

C. the child's place within the family system

D. how behavioral consequences are applied

E. the child's cognitive functioning and mental processing style

Through systematic observation and an understanding of development (both social and cognitive) the student's behavior can be understood and appropriate consequences can be applied which will maximize behavior change.

V. CLASSROOM CLIMATE AND PROCESS

In addition to the individual educational plan that exists for each student, quality E.I. programming relies upon a variety of approaches and experiences:

A. The classroom must meet basic needs first e.g. hunger, hurt, sleep, clothing.

B. Organization of the room around a "centers" approach i.e., cooking center, pet center, computer center, relaxation and affective center, etc.

C. Use of cooperative goal structures which allow social interaction, group problem solving experience, and peer tutoring.

D. Promotion of structured physical activities and recreation.

E. The teaching style includes components such as: active listening, problem solving, goal setting, and follow through.

F. The teacher encourages appropriate behavior while inappropriate behavior is stopped and logical consequences applied. Additionally the teacher is aware of the student's "mind set"

(good day/bad day) and integrates this information into appropriate behavior management techniques and use of timing.

G. The teacher seeks feedback from his/her team members and self evaluates in relation to personal goals.

VI. THERAPY/CHANGE SYSTEMS

The ancillary staff involved in direct treatment uses a variety of techniques depending upon the individual student's needs and the classroom need. For example: many younger students respond to art and play therapy while middle school students (who are often confrontive) may respond better to life space interview techniques.

Other formats such as system contracts, reframing, enactment, paradoxical strategies, problem solving conferences and guided visual imagery should also be considered.

In summary it takes effective program management, parental cooperation, and quality teachers capable of developing and maintaining trust relationships as well as a positive classroom environment designed to meet the unique needs of each individual. In addition individual and group therapeutic intervention is tailored to student and program needs.

III. ENTRANCE AND EXIT CRITERIA

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A. REFERRAL AND ELIGIBILITY FOR E.I. CERTIFICATION

1. A building team meeting is held to discuss concerns about a particular student. The team consists of the classroom teacher, principal, psychologist, social worker, speech therapist, and teacher consultant.

2. An initial referral is made.
   The social worker and psychologist assigned to the local building must be a part of the evaluation team.

3. Eligibility - According to rule #1706 of the Special Education Rules and Regulations, the eligibility is determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the person's education to the extent that the person cannot profit from regular learning experiences without special education support. The student must manifest 1 or more of the following characteristics:

   a. Inability to build or maintain satisfactory interpersonal relationships within the school environment.
   b. Inappropriate types of behavior or feelings under normal circumstances.
   c. General pervasive mood of unhappiness or depression.
   d. Tendency to develop physical symptoms or fears associated with personal or school problems.

A determination of impairment shall not be based solely on behaviors relating to environmental, cultural or economic differences.

The term "emotionally impaired" also includes persons who, in addition to the above characteristics, exhibit maladaptive behaviors related to schizophrenia, autism, or similar disorders. The term "emotionally impaired" does not include persons who are socially maladjusted unless it is determined that such persons are emotionally impaired.

The differentiation between **social maladjustment and emotional disturbance** is a difficult one because, on the surface, the behavior may look the same. It is the dynamics behind the behavior that are different.

Socially maladjusted usually includes students who demonstrate:

-- knowledge of social expectations in the school and/or other settings and choose not to conform to those expectations,
-- a lack of age appropriate concern for their behavior and its effect on others,
-- difficulty accepting responsibility for their own behavior and overt defiance of directions from adults,
-- involvement with courts.

Socially maladjusted students may generate problems in school, are frequently delayed in educational achievement, are often truant, are manipulative of others, and may appear to be in a perpetual power struggle with authority. Their behavior may not, however, significantly differ from their families or peer groups. (See Appendix A for further information.)

The emotionally impaired shall not include persons whose behaviors are primarily the result of intellectual, sensory, or health factors.

A determination of impairment shall be based on data provided by a multidisciplinary team which shall include a comprehensive evaluation by both of the following:

A psychologist or psychiatrist.
A school social worker.

During the evaluation the social worker and psychologist may decide to use behavioral or academic intervention strategies. A list of recommended intervention strategies is listed below.

To qualify for Emotional Impairment the behavior must be so pervasive that it interferes with educational achievement. Students who are functioning at grade level usually do not qualify for a classroom placement.

Initial Emotionally Impaired Certification

An Individualized Educational Planning Committee meeting is held and the student is certified as being eligible for Special Education Services as an Emotionally Impaired student. When the student is initially certified as Emotionally Impaired social work services are provided and other intervention strategies are determined.

Intervention Strategies - (Prior to Classroom Placement)

These intervention strategies are usually implemented over a period of time. Some strategies which should be tried are:

BEHAVIORAL	ACADEMIC
behavioral management	peer or other tutoring
social work services	shorter assignments/different approach
consultant help	teacher aides/other helpers
modified schedule	alternative materials
change in teachers	remedial programs
	teaching to their strengths

Other special education placements should be considered and community resources should be utilized.

Special Education Services and Placements	Community Resources
Teacher Consultant Services	Community Mental Health
Social Work Services	Family Services
Learning Disabled	Children's Psychiatric Hospital
Educable Mentally Impaired	
Preprimary	
Autistic	

B. REFERRAL REQUIREMENTS FOR E.I. CLASSROOM PLACEMENTS

1. Local Team Responsibilities

The referral for Emotionally Impaired classroom placement is made only after the local building team has agreed that Emotionally Impaired placement is appropriate.

The local building social worker and psychologist will have completed their evaluations and agreed on their recommendation for placement.

The teacher consultant, social worker or psychologist should discuss possible classroom placements with their immediate supervisor to make sure all possible less restrictive options have been explored.

Parents should be aware, throughout the evaluation process, that an Emotionally Impaired placement is being considered.

The local building team submits a referral via the Classroom Referral Information Form on the following page. These forms are available from the secretary for the Emotionally Impaired department.

EMOTIONALLY IMPAIRED OR DAY TREATMENT CLASSROOM PLACEMENT REFERRAL INFORMATION

NAME: _____

ADDRESS: _____

AGE/GRADE: _____ BUILDING: _____

REFERRAL TEAM: _____

What local building team members have been involved with this referral?

Are all in agreement?

Parents attitude toward emotionally impaired classroom or Day Treatment placement:

Pertinent family information:

Current educational status:

Past intervention strategies:

_____
Date

_____
Submitted by

_____
Principal's Signature

*The student will be observed by an E.I. and/or Day Treatment staff. If Day Treatment is recommended we will request that ISD staff person fill out the Day Treatment packet.

This form should also be used when considering a handicapped student for JPS Alternative School.

2. **Classroom Placement** - (Initial Emotionally Impaired Placements)

   a. If the student does not appear to be responding to the behavior management strategies suggested by the team, the supervisor for the emotionally impaired programs must be given an Emotionally Impaired Classroom Referral Information form. After the referral is given to the E.I. supervisor the placement process takes approximately 30 school days.

   b. The supervisor and/or another member of the team of the emotionally impaired department will schedule one or more observations and review the current educational and/or behavioral plan for the student. The results of the classroom observations will be shared with the local team members.

   c. A data review will be set up. This will usually include the Intermediate School District staff who are working with or have knowledge about the student, the supervisor, and other appropriate personnel. The data review will focus on the home and school and their effect on the student's adjustment.

   d. After the observation(s), if appropriate, arrangements will be made for the student and parent to visit the emotionally impaired classroom. This will help determine if the student and parent view the emotionally impaired classroom as a viable option.

   e. If placement in the emotionally impaired classroom seems to be in the student's best interest, an Individual Educational Planning Committee meeting is scheduled.

   f. **In considering placements**, the time frame from notification of the supervisor to actual placement will depend upon a number of factors. The factors include:

      i. Readiness of the parent and student to accept placement.
      ii. Adjustment of students previously placed in the program.
      iii. Number and types of students in the emotionally impaired classroom.

3. **Classroom Placements** - (Transfer students and referrals from hospitals and institutions)

   a. The local building psychologist, social worker or teacher consultant are informed of the student and may do further evaluation if indicated. Records are obtained by local building personnel.

b. If the transfer student was most recently in an E.I. Classroom the student will be placed in the appropriate program. When the previous placement is unclear, the E.I. supervisor is responsible for calling the previous school district or institution and determining the most appropriate placement for the student. The supervisor and a member of the emotionally impaired team, psychologist, social worker, teacher consultant and/or classroom teacher may observe the student.

c. If needed a data review called by the E.I. supervisor will be set up within one week of the completed observations. This will usually include the Intermediate School District staff working with, or knowledgeable about the student, the supervisor, and other appropriate personnel. The data review will focus on the home and school and their effect on the student's adjustment.

d. After the data review, arrangements will be made for the student and parent to visit the emotionally impaired classroom. This will help determine if the student and parent view the emotionally impaired classroom as a possible option.

e. An Individual Educational Planning Committee meeting is scheduled by local district special education personnel.

C. EXIT CRITERIA

1. The student should be successful in mainstream classes (such as social studies, science, health, math or reading) a minimum of 50% of the school day before return to the home school is considered. Documentation by the emotionally impaired and general education classroom teachers as to academic performance, and current adaptive behavior is provided to the home school.

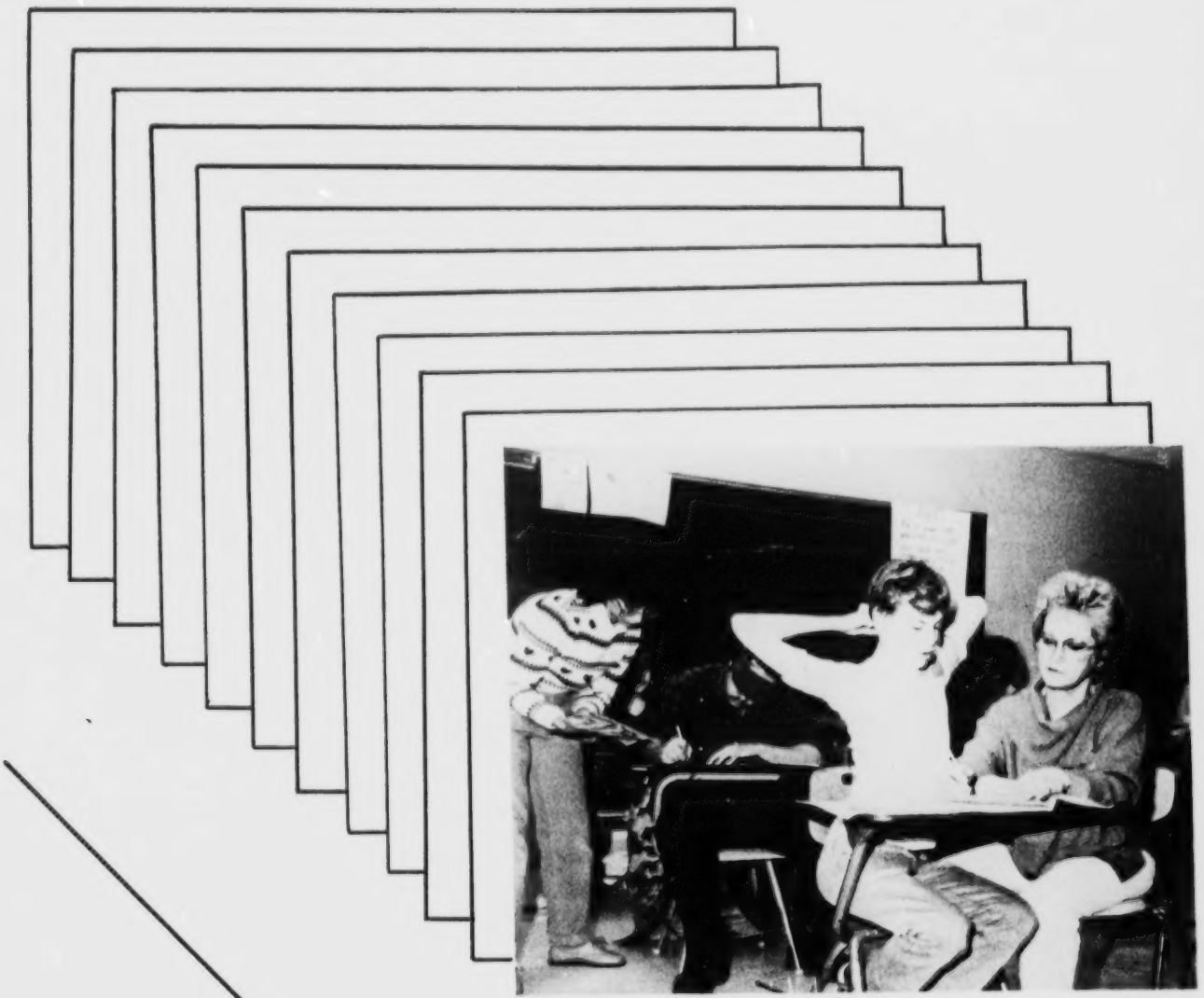
2. The local team is notified by a member of the emotionally impaired team of the student's possible change in placement and if indicated, a reevaluation is completed.

3. Prior to the student's return, a representative from the local building will be invited to observe the student in general education and the emotionally impaired classroom and a data review is held. Students usually return to their home school at the beginning of a semester or school year.

4. An Individualized Educational Planning Committee meeting is convened by the emotionally impaired program personnel. Supportive services are provided as indicated on the Individualized Educational Planning Committee report.

5. During the first months after the student returns to his/her home school, follow-up services are provided.

IV. JOB DESCRIPTIONS



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A. TEACHER

The emotionally impaired teacher is the primary contact person between the student and the school environment. The teacher provides a supportive classroom environment in which diagnostic/therapeutic teaching helps the student gain understanding of his/her feelings and helps them to make better behavioral choices. In addition, the student gains information about his/her environment through directed social and academic experiences. Each student is provided an individualized academic program that meets individual strengths, weaknesses and learning styles.

The teacher of the emotionally impaired, in cooperation with team members, carries the responsibility for consultation and support of the regular classroom teacher. This helps facilitate mainstreaming as it becomes appropriate. The teacher of the emotionally impaired will contact supportive personnel within and outside the school at regular intervals to discuss students' needs. Team members will develop final aspects of the student's individualized educational program following the team meetings, IEPC, or annual review.

In order to enhance the student's progress in school, the teacher of the emotionally impaired works to gain a supportive, trusting relationship with parents. The teacher contacts parents on a regular basis and also schedules parent-teacher conferences to review the student's progress. Other conferences are scheduled as the need arises.

B. TEACHER ASSISTANT

The assistant's purpose is to facilitate learning, serve as a positive role model, and generally help the teacher create an atmosphere of safety and productiveness. The teacher and assistant work as a team in developing and implementing behavioral strategies. Other functions of the assistant include:

a) specific instructional assignments designed by the teacher

b) support and maintenance of behavioral standards or strategies set by the teacher

c) assistance to the teacher in daily preparation

d) recess/lunch duties as established by principal and teacher

e) participation in parent conferences as appropriate

f) prompt intervention in situations as needed

C. TEACHER CONSULTANT

A teacher consultant is assigned to the emotionally impaired program to provide direct services to emotionally impaired students and indirect support services to the emotionally impaired teachers and staff. The teacher consultant has a caseload of up to 25 students. Students are recommended for the teacher consultant caseload by the interdisciplinary team. The teacher consultant services students who demonstrate a significant need for work on forming relationships with adults, expressing or identifying personal feelings, performing up to academic expectations or increasing positive feelings about oneself.

The teacher consultant meets individually with students on a weekly basis. Sessions with the teacher consultant are designed to provide activities not easily carried out in a group session. Many sessions address problems the student is having at school or in the Career Center and how to solve them. The teacher consultant may use different activities to help the student understand and solve the problems they are having. For example, the student may write or dictate a story, put together a personal book, or construct and decorate a model. These activities improve cognitive skills as well as promote affective and social development.

In addition to these duties, the teacher consultant is a member of the interdisiplinary team. He/she supports and assists the teachers and assistants in developing individual educational programs, selecting appropriate classroom materials and determining necessary behavioral interventions. The teacher consultant for the emotionally impaired serves as chairperson for all Individual Educational Planning Committee meetings for students in the emotionally impaired classroom and students leaving the emotionally impaired classroom to return to their home district.

D. PSYCHOLOGIST

The role of the psychologist is to assist the professional staff, parents, and any outside therapists in the total diagnostic and prescriptive needs of emotionally impaired students. The psychologist will be available to provide a variety of services in such areas as: classroom observation, affective education, cognitive and social/emotional development, curriculum development and prescriptive recommendations, ability assessment, personality assessment, educational assessment, interpreting psychological and neurological data, consultation in organizational development, therapeutic intervention, and community psychology. The psychologist is also available to assist teachers who want analyze and improve their teaching methods and style.

Additionally, the psychologist works closely with the social worker to increase parental involvement, and expand direct services to students.

E. SOCIAL WORKER

The social worker functions as a facilitator of affective development for the student, a consultant to teachers and parents, and acts as a liaison between the community agencies and the program. A primary role the social worker fulfills is as a supportive consultant in assessing and helping to implement the therapeutic educational process. Crisis intervention is an ongoing responsibility of the social worker.

Children are seen for therapy by the social worker according to assessed needs as designated on the Individualized Educational Plan. A therapuetic approach which emphasizes working with the entire "family system" is used to help both the students and the family change behaviors which interfere with the student's functioning. The social worker is actively involved in the student's school environment in order to facilitate effective feedback and communication with the student, staff, and parents.

V. CLASSROOM ENVIRONMENT

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A. **SAFETY**

All students in the Emotionally Impaired classrooms need to feel "secure" in their classroom environment and need to know that they will not be allowed to hurt themselves or others and that rules and consequences exist.

The parameters of the classroom are clearly defined by the teacher with student input. Rules and consequences are developed through group discussion with the students and are prominently displayed in the classroom. Rules are kept simple and there is a limited number. They are always positively stated.

B. **TRUST RELATIONSHIP**

The literature on emotionally disturbed adolescents is replete with references to the importance of establishing positive trust relationships. Therefore an important part of the program is the establishment of basic trust relationships between the staff and students. It is important to realize that trust relationships are developed over a period of time and may not be in depth for all teacher/student interactions. Teachers and support staff demonstrate acceptance of the student through personal conversation and contact. Over periods of time the student learns that the teacher and staff will attempt to meet his/her emotional needs in the most positive way possible.

C. **GROUP INTERACTION**

One of the major problems of students identified as emotionally impaired is their lack of "age appropriate" social communication skills. It is necessary for the Emotionally Impaired teacher to provide modeling, direct instruction and pre-arranged classroom activities at appropriate developmental levels so that students can acquire acceptable ways of interacting. Group interaction techniques such as Role Playing, Problem Solving or Guided Group Interaction are a regular part of the classroom schedule. All students are encouraged to express themselves appropriately on selected topics and share feelings and information. This process develops basic communication skills, cooperative interactions and helps students recognize individual differences.

D. **CLASSROOM CLIMATE**

The most important factors in establishing a positive learning atmosphere are consistency and organization. Emotionally Impaired students respond best to an established structure. Therefore in our E.I. classrooms, the daily routine is discussed with the students and posted for them to see.

In addition, the classroom teacher provides consistent interactions by active teaching, voice modulation, and close proximity to students. The **"ACTIVE TEACHER"** monitors students' behavior and is able to immediately respond to student's needs.

The classroom atmosphere is established so that students are able to accept their own strengths and weaknesses. Teachers model acceptance and problem solving strategies. The classroom climate can be described as caring, safe, supportive, structured and organized.

E. CLASSROOM ORGANIZATION

Planning is an important part of the classroom and goes on throughout the day. Students are given daily assignments.

The students are given daily assignments in the content areas such as reading and math. The teacher explains the lesson to each student and asks if there are questions. The daily plan may be modified depending upon the student's immediate social and emotional needs. Preplanning and flexibility in scheduling are crucial to the success of the program.

Teacher direction is very important at the secondary level. The teacher and assistant are constantly monitoring the activity in the classroom. They are especially sensitive if a student becomes anxious or overactive and redirect the student as necessary.

Students earn points for completing assignments and alternate activities are provided by the teacher when the daily work is completed. The behavior management system is described in detail in the Behavior Management section of this curriculum.

F. ROOM ARRANGEMENT

The room is arranged to meet a variety of individual student needs.

1. Dividers or study carrels separate some students and are arranged to increase the on task behavior.

2. Dividers are arranged to promote independent and small group functioning.

3. The room is arranged so that specific areas denote the function of the area (academic, computer work, art, etc.). Occasionally dividers are used when a student needs a brief separation from the group.

4. The room arrangement changes as the student or group's needs vary.

5. The furniture is arranged so that the teacher and assistant have a full view of the classroom and control access to the door.

G. LIMIT SETTING AND CLASS RULES

As previously stated, the rules are formulated together by the teacher and students. The teacher then determines the rules that are necessary for the class depending upon the nature of the group.

Rules should be kept simple, specific, and should be positively stated.

Realistic limits are set that can be maintained by the teacher and assistant. Some limits apply to the whole class and some are individual. When the student is unable to handle class or individual limits, the teacher may intervene using techniques such as redirecting, choices, problem solving, or time out.

H. **LUNCH PRACTICES**

1. The classroom assistant must monitor the students during lunch time. Arrangments should be made for the assistant to eat before or after the students. The assistant is readily available either in the lunchroom or in the E.I. Classroom during the students' lunch period.

2. Students are integrated with other students whenever possible. The management system used in each classroom is maintained throughout the lunch period.

VI. MIDDLE SCHOOL E.I. PROGRAM OVERVIEW AND MANAGEMENT SYSTEM

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All students in the middle school program have an Individualized Educational Program which covers the cognitive, pre-vocational and affective areas. Assignments are designed to meet individual student strengths, weaknesses and processing styles and specific materials are chosen which will facilitate learning.

Standard texts are utilized when students are mainstreamed. Supplemental materials are used where necessary to aid the student in understanding the coursework presented in the regular class.

Mainstreaming opportunities are provided wherever possible even when the student is lacking in social skills and is behind in academic achievement. In these instances courses are sought in other areas e.g., physical education, art, or woodshop with the hope that they will gain age appropriate interpersonal relationship skills and retain basic information from the class.

The E.I. teacher's role in communicating and coordinating with general education teachers is critical to successful mainstreaming. This involves frequent communication with general education teachers concerning student progress. The student's abilities will help to determine the need for shortened assignments or reduced expectations. When a student is having difficulties a team meeting is held to discuss further options available. For further information concerning mainstreaming see **Mainstreaming Checklist** in Appendix D.

For those E.I. students who are mainstreamed minimally, an adjusted course of study is available in the E.I. classroom. These classes are taught by the E.I. teacher who is responsible for curriculum adaptations and student evaluation.

A. MATHEMATICS

The program at the middle school level reinforces the basic math processes of addition, subtraction, multiplication, and division as well as concepts of money, time, fractions, and decimals. These concepts are often taught through actual life skill applications. These processes may be taught and reinforced by use of calculators, adding machines, and computers. Word problems are included in the program when appropriate (Appendix D). When students achieve these basic skills they are typically more ready for mainstreaming into a regular class situation and can handle the material.

Many students in the middle school program are able to perform at grade level in the district math program but are not behaviorally ready for mainstreaming into a regular class. These students then progress through the district's adopted math series until mainstreaming occurs.

The Math Performance Objectives are used as a guide for individual student plans.

B. LANGUAGE ARTS

Language Arts at the middle school level focuses on reading and written expression. Students learn to synthesize information utilizing inference, conceptual clues, and sequencing skills. Materials used are high interest, low vocabulary. Please see Appendix E. Some students may need additional word attack skills, listening skills, spelling skills and dictionary skills. Creative writing is taught through story starters, actual experiences, journals and stories students have read. Manuscript and cursive writing are reinforced through these activities. Both computer and typewriter are used as aids to help with the mechanics of creative writing.

Learning strategies are a part of the language arts curriculum and are taught throughout the day. Some of the basic strategies taught are: note taking, scanning to find information, listening skills, test taking, remembering information, textbook usage, questioning skills, and identifying mistakes.

C. SOCIAL STUDIES, SCIENCE, AND HEALTH

Many students need information regarding functioning in their home and community. Consequently the curriculum emphasizes local, city and state information. The use of current news publications (e.g., newspapers and magazines as well as field trips) are an integral part of teaching social studies concepts. Social Studies at the middle school level also involves an introductive overview of the traditional social studies curriculum. Other topics included are: geography and history of Michigan, local community resources, U.S. Geography and U.S. History.

Science and Health at the middle school level focus on topics often of interest to the students. These topics include: human body systems, environment, health care and astronomy. Textbooks and workbooks are used as well as group discussions and hands on experiences. (See Appendix G)

D. AFFECTIVE AND SOCIAL SKILLS

All learning has affective components. Developing positive attitudes can significantly improve the quality of school life and decrease problems in the classroom. It should be emphasized that a student's affect and cognition cannot be separated. Each affective behavior has a cognitive counterpart, and for every cognitive outcome there are changes in affect. The experiencing of positive emotions and a sense of fulfillment is an essential educational outcome.

The program's affective goals will consider areas such as: building trust, improving attention span, improving self concept, managing frustration, controlling impulses, promoting accountability for one's actions, maintaining contact with reality, improving interpersonal relationships, and increasing social problem solving skills.

It may be useful to view the adolescent as a person dealing with three major areas that need resolution: self concept, social relations and emotional development. The teacher of the middle school E.I. program therefore, attempts to keep the following issues in mind while moving students through their academic day:

1. Independence/dependence issues are of increasing concern as young people find themselves caught between the yearning to be free of parental protection and the fear of being on their own.

2. Sexual maturation is the experience of every adolescent and may increase fears about intimacy and rejection (the teacher is available to provide information at all times).

3. Physicality assumes great importance and forces the adolescent to deal with who they are versus what they would like to be.

4. Thinking about the future begins to be possible in the formal operational period of cognitive development.

5. Adolescents see themselves as they are seen by peers. Consequently, group process interventions may work especially well.

6. Cognitive development also begins to allow for development of values and the recognition of different values in others.

Group processes (e.g., Glasser, 1969) are not always feasible in the curriculum due to the absence of a homeroom time where all students are in the room at the same time. Nonetheless, academic tasks can be organized to promote **cooperative problem solving** which encourages social interaction and problem solving. Additionally, the psychologist, social worker, and teacher consultant are available to assist the teacher in the formation of individual behavior plans and in their role as a facilitator.

Successful decision making skills can be reinforced at all points in the curriculum. Thinking skills which promote student decision making include: social perspective-taking (the ability to put oneself in another's place), alternative thinking (the ability to recognize options, choices and alternative solutions to solve problems), and consequential thinking (the ability to anticipate the outcomes of behavior for one's self and others).

The daily curriculum emphasizes frequent practice in making decisions, role-plays, discussion and group problem solving. The teacher and assistant serve as models for skills, provide positive reinforcement, give corrective feedback about practice attempts and provide multiple opportunities for practice of emerging skills.

A variety of affective materials are available at the J.C.I.S.D. For a listing see Appendix H.

E. DRUG EDUCATION

A unit on drug education is taught by the local drug education center each year. Counseling services are also available for students with drug related problems. The content taught in the drug education course is outlined in the Performance Objectives Section.

F. PREVOCATIONAL

Adolescents not only need job-related training but also need instruction in skills necessary to sustain positive interactions with co-workers, supervisors, and the public. The middle school E.I. program attempts to build social-interpersonal goals to facilitate vocational competence (e.g., following directions, using appropriate language, initiating and responding to others appropriately, and self control).

BEHAVIOR MANAGEMENT

A. OVERVIEW

The management system used in the middle school program is based on the philosophy that all students should learn:

1. to take responsibility for their own actions
2. to respect others
3. to interact successfully with peers and adults
4. to gain confidence toward building a positive self-concept

The classroom atmosphere is a caring environment and provides support and encouragement through a consistent and structured management system.

B. GOALS

The management system is designed to provide a consistent and measurable plan for achieving behavioral and academic growth. The major goal of the program is to help students improve their behavior in the classroom resulting in a quiet and cooperative atmosphere in which to work and increased academic growth through improved work habits. Students learn to develop interpersonal skills as well as responsibility for their own behavior. It is expected that implementation of this management system will lead to increased personal responsibility and acceptance of self and others.

C. **BEHAVIOR MANAGEMENT SYSTEM**

A major part of the management system is the interaction between the students and staff. The teacher and assistant are continually monitoring the individual student's behavior. They respond to appropriate behavior by praising, smiling, and other positive cues. When a student behaves inappropriately, it is immediately brought to his/her attention and he/she is re-directed to a more positive behavior. The behavior may also be ignored or the student is clearly told to stop.

D. **POINT SYSTEM**

Students earn points for positive behaviors in three areas:

-- following classroom expectancies,
-- making gains in individualized contracts for behavior or achievement, and
-- out of classroom behavior e.g., mainstreamed classes, hallways, lunchroom.

1. **Following Classroom Expectancies** - The point system focuses on specific behaviors in five areas:

   a. following directions
   b. consideration for others
   c. interaction with others
   d. appropriate use of materials
   e. class preparation

The point sheet lists these five areas and points are given at the end of each class period. Students can earn 10 points per period for appropriate behavior. The point sheet is in Appendix B of this curriculum.

A maximum of 2 points may be earned each class period for the following behaviors:

FOLLOWING DIRECTIONS. This means:

Accept teacher direction
Complete assignments
Work quietly
Do your best work
Raise your hand for permission to:
leave your seat or room, speak in class.

CONSIDERATION FOR OTHERS. This means:

Give others a turn to speak.
Not interrupting when others are talking.
Asking permission to use other people's belongings.

INTERACTION WITH OTHERS. This means:

No teasing or name calling.
No body contact (pushing, hitting, touching).
No inappropriate gestures or language.
Remaining in own specified area.

APPROPRIATE USE OF MATERIALS. This means:

Write on paper only (this means no writing on tables, books or walls).
Careful use of equipment (computer, art supplies, tape players).

CLASS PREPARATION. This means:

Returning signed behavioral record.
Being in the proper area.
Having paper, pencil and books ready.
Being seated.

Points are tallied and recorded on a weekly record (See Appendix B) when the signed daily report is returned the following day. The points are accumulated and posted for all students to see. These points are later redeemed for items at the class store.

Important trading items for the classroom store are:

Large Items

T-shirts
sweats
duffel bags
models

Small Items

pencils
combs
magazines/comics
erasers
tablets
paint
posters
lip gloss

Free Time Items

listening to tapes
library time
game time
lunch at McDonalds
drop an assignment

The ratio of points is calculated upon size, price and desirability of items. Example: a student may choose to trade 60 points for a pencil at the end of the week, or they may save 1,000 or more points for a model or duffel bag.

2. **Individual Behavior/Academic Contracts**

Some students are involved in an individual behavioral/academic contract signed by the student and teacher. A total of 50 points may be earned daily by each student for compliance with the contract. These contracts represent an agreement between the student and teacher which lists specific behaviors each will perform and the consequences and rewards that will result e.g., number of points. Contracts are written in positive terms and signed. The team e.g., teacher, aide, psychologist, social worker and teacher consultant meets in behavior management conferences for each student to determine: target behaviors for change, needed schedules of reinforcement, length of contracts, background of the problem, method of data collection, etc. Revisions in individual contracts are made as necessary.

3. **Out of Classroom Behavior**

Students in mainstreamed classes each currently receive up to 10 points per class. The E.I. teacher is responsible for informing regular education teachers on the use of the daily report.

All bus behavior is recorded on the daily report. Any behavior difficulties are reported to the Program Supervisor. Difficulties may result in temporary or permanent suspension from the bus.

E. THE INTERVENTION LADDER

The middle school E.I. classroom program conceptualizes intervention with students as a multi-step process which starts with mild methods of mediation and ends with more stringent consequences. The intent of this process is to ensure that intervention methods are consistently applied for all students and that milder methods of behavioral management are applied before more stringent controls are applied. Such an approach allows students more opportunities to control their own behavior while gaining confidence in their ability to self manage. The interventions listed below will be used in ascending order as much as this is feasible.

1. Praise (social reinforcement)

The use of verbal praise, joking, smiling, and mild physical contact is well suited for shaping new positive behaviors and/or maintaining positive behaviors. Attention and approval can be public or private. In shaping desired behaviors the teacher praises behaviors that increasingly approximate a target behavior until it occurs consistently.

Verbal praise should be the most frequently used method of control in the classroom. The dissemination of verbal praise can be conceptualized as being on an increasing variable interval schedule of reinforcement. For Example: Students with newly emerging social/behavioral skills will require more frequent positive feedback than others who have developed better self monitoring. The teacher should be alert to the rates of praise necessary to increase, maintain, and fade behaviors.

2. Ignoring (extinction)

Ignoring inappropriate behaviors is also a mild intervention strategy but is applicable in only a few situations e.g., making noises with voice or gum, cracking knuckles. When a student engages in a targeted undesirable behavior the teacher may elect to identify the behavior to the student and then state that it will be ignored. This stated intention is verbalized only once, in a matter-of-fact tone. Consistency in ignoring the target behavior is crucial and it should be expected that the targeted behavior will increase in frequency before it subsides. The teacher should reinforce behaviors which are incompatible with the targeted inappropriate behavior. The teacher may also reinforce lower rates of the target behavior.

3. Diversion

Sometimes when a student is exhibiting off-task or disruptive behavior they are doing so because of frustration with materials. In such cases diverting the student to another task or activity may be warranted. Such a break may allow the student to regain control. In a related vein, transition activities should be available for students who have completed assignments. Such activities might include **drawing, puzzles, tapes, games, computer time, filmstrips, books, comics, or crafts.**

4. Social Disapproval (reprimands)

Social disapproval constitutes giving negative verbal or non-verbal feedback, e.g., "No" or shaking head. If it becomes evident that the student is enjoying this negative feedback then further steps on the intervention ladder need to be implemented. Praise for desired behaviors is always used in conjunction with reprimands. **Social disapproval is best used privately.** The teacher should not ignore misbehaviors that have been reprimanded. Care needs to be given to refraining from playing favorites while being equitable in all point distribution. **"Fairness"** is an important issue at this developmental level.

5. Reference to Rules with Immediate Consequences

When classroom rules are broken the teacher will then state which rule has been broken and remind the student that points are not being earned. **NOTE:** Students may, at any time during steps one through four request their own time out. Points can still be earned during this time.

6. Contingent Observation (time out)

Contingent observation is the mildest form of time out where the student is removed from the group by the teacher and/or assistant. The teacher should verbalize that the purpose of time out is for the student to regain control of his/her behavior so that he/she can return to task. They should reassure the student that no points are

lost. Time out needs to have a specified duration e.g., 5 minutes but not more than 15 minutes. If further misbehavior occurs the teacher may add additional time before considering a higher level of intervention. If the student is able to regain self-control then restitution/restoration may be requested. For example: the student may be requested to return the physical environment to its original condition or apologize by specifying the unacceptable behavior that occurred.

As mentioned in the section named Diversion, it may be in the student's best interest to allow him/her some immediate freedom from a frustrating task or situation. The teacher may, for example, give him/her another task to do or spend some time in conflict resolution.

7. Contingent Exclusion (time out)

This form of time out removes the student to a less reinforcing environment e.g., cubicle for a fixed time (5-minutes) until the undesirable behavior is gone or until a fixed period of calm has occurred. Often this form of time out is instituted for a repeated undesirable behavior. Students at this level are assessed a fine of (3) points. As in contingent observation the teacher may add time up to 15-minutes total to ensure that calm has occurred. It is recommended that contingent exclusion not occur more than three times during the day. If more than three time outs are necessary on any given day then response cost will be implemented.

8. Response Cost ("three time fine")

Students who are unable to gain control of their behavior at this point will receive an additional educational fine of 5 of their accumulated daily points. A warning that response cost will occur should always be given.

9. Required Relaxation

Students who have experienced an response cost are given one further opportunity to gain control of their behavior by being directed to a cubicle to listen to a systematic relaxation tape.

10. Suspension and Detentions

Because a student may have a "bad day" from time to time it is important to **keep the suspension process as non-punitive as possible.** In all cases where suspension seems likely the teacher needs to call the parent or emergency number to describe the behaviors and interventions that have occurred. This call should be made when the student is not present. The parent should be given the opportunity to pick the student up in lieu of suspension.

Should a student then require suspension the principal or supervisor for the Emotionally Impaired programs is contacted to consider a one day suspension. Suspensions of more than one day are determined by the principal or supervisor on an individual basis. Should any

inappropriate behavior become a chronic problem, it will become a part of that student's individual behavior contract.

Detentions are not generally used but may be considered when a student repeatedly uses suspensions to get away from school.

The ten steps of the intervention ladder comprise a major part of this behavior management system. At all times, however, the classroom teacher and assistant serve as a model for appropriate behavior and are sensitive to the steps of learning acquisition e.g., demonstration, cueing, verbal prompting, non-verbal prompting, and independent functioning. The teacher and assistant are knowledgeable in behavior modification principles e.g., chaining, schedules of reinforcement, and fading.

Parent involvement also increases the probability of improved student behavior. Parents are kept well informed about positive student gains and may be involved in some intervention strategies e.g., the administrators of rewards. Parents are encouraged to make sure that their child attends school on a regular basis. When an absence occurs, parents are expected to contact the school stating the reason for the absence.

F. REINFORCEMENT LEVELS

An overall goal of this program is to move students from a reliance on concrete rewards to use of self monitoring through **skill training.** The reinforcement levels below constitute concrete rewards available to students for improved levels of academic and behavioral growth.

Levels are determined by a student's performance on a weekly basis. For example, a student who achieves Level 1 by Friday will earn Level 1 privileges the following week. Students who do not meet the minimum requirements of Level 1 will not be able to engage in the rewards at that level. Bonus points increase the student's purchasing power at any level.

LEVEL	LOCATION	WEEKLY POINTS	REWARD
I	In class Out of class Contract	50-100	cooking, movie, class art projects, for completing assigned work each hour get individual free time in student's seat
II	In class Out of class Contract	100-200	may leave seat to get work, paper, pencil, markers, puzzles, books, read comics, or access classroom library, may play cards with one person
III	In class Out of class Contract	200-250	may leave seat to get materials, eat or chew gum in room (if, quietly and appropriately) special art projects, e.g., copper tooling, macrame, rug hooking, models, magazines, posters, walk to bus by self, games with one person, social free time
IV	In class Out of class Contract	250-300	may go to restroom, get drinks (2 times daily), library (1-2 times a week), fix your own lunch, group games, listen to radio or tapes, work in cafeteria, work in hall, nature walk, office messenger

G. **DE FUSING**

Students misbehave for a variety of reasons e.g., attention, power, revenge, display of inadequacy. Although the structure of the behavior management system will tend to prevent escalation of behavior the teacher must still be knowledgeable of techniques which reduce the potential for conflict.

Building a trusting relationship with each student is essential for communication and change to occur. Security and success are crucial for growth. **The teacher who considers student interests, skills, capabilities, and transmits positive expectations about them will be less likely to experience misbehavior.** The teacher who has established rapport with a disruptive student will be in a better position to help the student determine the consequences of misbehavior. Conflict resolution requires defining personal and group goals and compromise through open communication.

In the event that a student becomes threatening, the teacher may wish to consider these points: keep calm and quiet, keep access to an exit, attempt to establish the student's primary need, set limits, and problem solve if needed. Should a student run away from school the parents should be called to inform them as opposed to running after or following them.

Conflict resolution with students is an integral part of the educational process. Some ideas for achieving conflict resolution from Life Space Interviewing are listed below:

1. Initial Problems or Confrontation:

   Try to obtain an assessment from the individual or group as to what the concern is. Demonstrate your interest in the student not just his/her behavior problem (active listening). Timing is very important. Focus on a concern that is concrete and demonstrable but one that is important.

2. Look at the Scope of the Problem:

   Try to determine the basic central issue involved. Is it a symptom or a major problem?

3. Content Clarification:

   The teacher explores what went on in the eyes of the student by concentrating on the sequence of events.

4. Feeling of Acceptance:

   The teacher aims to be interested and helpful **not** authoritarian, paternalistic, or autocratic. The goal is to deal with the feelings behind the defense, not to counterattack the defense itself.

5. Avoiding Judgments:

The aim here is to place understanding before judgment. Avoid appeals to a value system or use of threats. The emphasis is, instead, upon methods that the student can use in coping with their problem in a more satisfactory way.

6. Exploring Inner Feelings for Change:

The teacher helps the student to explore what they are feeling. It may be useful to ask the student what they believe will help them with the problem as they see it.

7. What Can be Done to Prevent a Reoccurrence:

At this point the teacher may inject reality factors in an objective way. Limits need to be presented in a non-moralistic way. The teacher focuses on a potential first step to a possible resolution and may ask who is to own the problem or who is to work out the resolution.

H. ACTIVE TEACHING

In addition to using techniques of active listening as in the previous section on defusing and conflict resolution, the teacher can also build communication and trust through their teaching style and content. The teacher who moves quickly to students to immediately assist them communicates greater interest than a teacher who sits behind a desk. In content areas the teacher who is sensitive to the individual student's strengths and weaknesses and programs the curriculum accordingly is likely to find increased achievement and feelings of success by the student.

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VII. HIGH SCHOOL E.I. PROGRAM OVERVIEW AND BEHAVIOR MANAGEMENT SYSTEM

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A. REGULAR EDUCATION COURSE

Each student in the high school course of study has an individualized education program. The program is designed to meet the student's educational goals and long and short term instructional objectives. The high school where the E.I. program is located offers a wide selection of regular education courses. (See Appendix I sample Western High School Courses.) Mainstreaming into regular education classes is encouraged for all high school E.I. students. This benefits each student socially as well as academically. Emotionally Impaired students, who are able to function successfully, are mainstreamed into these courses whenever appropriate. Within the regular education classes the curriculum and student evaluations are the responsibility of the regular education teacher. E.I. students in regular education classes receive regular education credit toward graduation.

B. ADJUSTED COURSE OF STUDY

For those E.I. students who are mainstreamed minimally, an adjusted course of study is available in the E.I. classroom. These classes are taught by a certified teacher of the Emotionally Impaired who is responsible for curriculum adaptations and student evaluation.

Students in E.I. classes receive special education credits. Classes vary from year to year and are determined by credits required for graduation.

A resource period may be built into the daily schedule for E.I. students who need supplemental instruction in regular classes. Students who receive resource instruction are given credit toward graduation.

Whenever possible, students in the E.I. classroom use the same textbooks as those used in the regular education classes. Additional textbooks and resource materials are necessary if optimum learning is to take place.

The academic focus for the high school E.I. program is to assist individual students to become more successful in the community. Meeting this goal requires a continuum of affective, cognitive, and vocational skills. Students acquire these skills through reading, math, and other content areas such as social studies, science, and art.

C. AFFECTIVE

All learning has affective components. Developing positive attitudes can significantly improve the quality of school life and decrease problems in the classroom. The experiencing of positive emotions and a sense of fulfillment is an essential educational outcome.

The program's affective goals will consider the following areas: building trust, improving attention span, developing organizational skills, increasing problem solving skills, improving self concept, managing frustration, controlling impulses, learning relaxation techniques, promoting accountability for one's actions, maintaining contact with reality, and improving interpersonal relationships.

The teacher, assistant, social worker, teacher consultant, and psychologist are involved in the affective growth of the students.

A variety of affective materials are available at the Jackson County Intermediate School District. For a listing see Appendix H.

The major issues of adolescence mentioned previously continue in the high school years. The teacher of the high school E.I. program like his/her counterpart in the middle school attempts to keep the following issues in mind while moving students through their academic day:

1. Independence/dependence issues may increase in importance as the student approaches the end of public education and explores independent living (both the home and school may be arenas for struggle as the adolescent works out the issues regarding what it means to need others and to be alone, as well as issues of freedom and responsibility).

2. In high school the great emphasis upon what others are doing or wearing comes down to how the student sees him/herself. The emotionally impaired adolescent who may have been ridiculed by peers in the past may now find him/herself passed over or ignored.

3. In order to work one needs to live up not only to one's own expectations, but to another's expectations as well. Rather than being protected from the hardships of the work world, the adolescent needs introduction to it in order to feel capable of eventually succeeding in it.

4. Adolescence normally opens the door to a youngster's first experience of intimacy with peers. If deprived of this experience due to real or imagined impairment he/she may become increasingly isolated.

As in the previous discussion, the teacher must be alert to opportunities for designing cooperative problem solving approaches, utilizing decision making skills, and inserting affective skills into the regular education curriculum.

D. GROUP PROCESS

The high school program emphasizes appropriate social interactions and problem solving skills. The teacher and assistant conduct group discussions weekly which center on adolescent issues and concerns such as "Saying no to drugs", or "How to approach the opposite sex".

E. DRUG EDUCATION

A unit on drug education is taught by the local drug education center each year. Counselling services are also available for students with drug related vocational problems. The content taught in the drug education course is outlined in the Performance Objectives Section.

F. COGNITIVE

Many E.I. students' lack of success in the regular classroom is due to low academic skills. Reading, because it effects all other subjects, is viewed as the most important skill. Students in the high school E.I. classroom also experience a wide range of other subjects such as:

General Math - Algebra
General Science - Biology
Basic Reading - Literature
Basic English - Composition
History - Government
Typing - Computer

G. PREVOCATIONAL/VOCATIONAL SKILLS

Reading want ads, filling out forms, and interviewing for jobs are examples of prevocational skills taught in the E.I. classroom.

All students in the E.I. program are counseled regarding the Career Center opportunities available to them. The student, with the assistance of the E.I. staff and the Career Center counselor, may select an occupation for exploration and training as listed below.

JACKSON AREA CAREER CENTER COURSES

ACCOUNTING
ADULT EDUCATION
AUTO BODY
AUTOMOTIVE MECHANICS
BUILDING REPAIR TECHNOLOGY
BUILDING TRADES
CHILD CARE
COMMERCIAL ART
COMMERCIAL FOODS
COMPUTERIZED BANKING
COSMETOLOGY
DATA PROCESSING
DRAFTING
ELECTRICITY
ELECTRONICS
ENERGY MANAGEMENT TECHNOLOGY
GRAPHIC ARTS
HEALTH OCCUPATIONS
HOUSE CONSTRUCTION
INDUSTRIAL MACHINES
INSTITUTIONAL AND DOMESTICS
LANDSCAPE AND GREENHOUSE TECHNOLOGY
MALL RETAIL
OFFICE OCCUPATIONS
PRODUCTION AGRICULTURE
RETAIL MERCHANDISING
ROBOTICS AND POWER TECHNOLOGY
SMALL ENGINES
WELDING AND FABRICATION
WORK INSTRUCTION PROGRAM

H. GRADUATION REQUIREMENTS

Students who complete the majority of high school graduation requirements with the E.I. program will graduate from the high school where the E.I. program is located. (See Appendix J)

Some students transfer into the E.I. program after completing a large amount of their resident school graduation requirements. It may be beneficial for these students to complete those requirements and graduate from their resident district.

I. GRADUATION EQUIVALENCY DIPLOMA

A recent study in the Traverse City Area indicated that approximately 67% of the Emotionally Impaired students do not graduate from high school. Therefore, it may be necessary to introduce a student to the GED progam in their local district. The GED materials are available to students in the high school program.

BEHAVIOR MANAGEMENT SYSTEM

A. OVERVIEW

The management system used in the high school program is based on the philosophy that all students should learn:

1. to take responsibility for their own actions
2. to respect others
3. to interact successfully with peers and adults
4. to gain confidence toward building a positive self-concept

The classroom teacher provides support and encouragement through a consistent and structured management system.

B. GOALS

The primary goal of the high school management system is to provide a consistent and measurable plan for achieving the behavioral and academic growth of students. Desired program and student outcomes include: a quiet and cooperative atmosphere in which to work, increasing interpersonal skill building and mutual support, increasing personal responsibility by students for their behavior, increasing reasonableness and respectfulness in all interactions, increasing acceptance of self and others, and increasing academic growth through improved work habits and personal goal setting.

C. BEHAVIOR MANAGEMENT SYSTEM

In the high school program students earn points or are on individual contracts. Some students do not respond to points and prefer working with the teacher to develop a contract or they develop a self-monitoring system. Students earn points for positive behaviors in four global areas: following classroom expectancies, making gains in individualized contracts for behavior or achievement, out of classroom behavior e.g., mainstreamed classes, hallways, lunchroom, and supporting the positive behavior of others in the group.

Following Classroom Expectancies

Classroom expectancies encompass behavior in five areas: class preparation, respect for others, following directions, appropriate use of materials e.g., desks, books and socially appropriate behaviors e.g., telling truth, appropriate touching. Students earn points each

period for appropriate behavior. Specifically, students may earn points for:

Being prepared for class

Being considerate of others

Working during work time, e.g., using time wisely, staying on task, refraining from destroying property, desk tipping or throwing materials

Following directions

These are classroom expectancies:

BE PREPARED FOR CLASS. For example:

Being in the proper area.
Having paper, pencil and books ready.
Being prompt.
Remembering your homework.
Returning signed behavioral record.*

BE CONSIDERATE OF OTHERS. For example:

Using verbal respect.
Giving others a chance to speak.
Not interrupting when others are talking.
Asking permission before using something belonging to another person.
Being tolerant of others.

WORK DURING WORK TIME. For example:

Using your time wisely.
Staying on task.

FOLLOWING DIRECTIONS For example:

Raise your hand to:
leave your seat.
speak in class during structured activities.
leave the room.

The rules are clearly explained to the students and are posted in the classroom as follows:

1. The student will be in his/her seat prepared to begin work when the bell rings.

2. The student will raise his/her hand to receive permission to speak.

3. The student will raise his/her hand to leave his/her seat.

4. The student will be considerate of the right of other students to learn.

5. The student will complete classroom assignments.

At the end of the academic day the student's total points are divided by the number of periods spent in the E.I. classroom yielding their daily average. Students receive bonus points for exemplary academic or social behavior. (See Appendix C Individual Behavior Record)

Free periods are available on Fridays for students. These students have earned Honor Roll status for reaching the following levels:

1. Individual Behavior/Academic Contracts

   Some students are involved in an individual behavioral/academic contract signed by the student and teacher. These contracts represent an agreement between the student, teacher and assistant which lists specific agreed on goals and behaviors that the student attempts to improve. If necessary, other members of the team may be included for input and feedback about the current contract. Self evaluation strategies may be used as part of behavior plans.

   Self evaluation strategies involve the student monitoring, evaluating, and sometimes even rewarding their own behavioral improvements. Such self recording strategies have been found to increase personal responsibility and decrease unacceptable behaviors. Revisions in individual contracts are made as necessary.

   It is recommended that each student's behavior/academic contract include a goal for supporting other group members by verbalizing approval of other student's behaviors which support classroom expectancies, and noting when other students behaviors are unsupportive of classroom expectancies.

2. Self-Monitoring

   The teacher may work with a student to develop a self-monitoring plan. The teacher meets regularly with the student to discuss joint goals and the improvement of behavior and functioning in the school environment.

D. **THE INTERVENTION LADDER**

The high school E.I. classroom program conceptualizes intervention with students as a multi-step process which starts with mild methods of mediation and ends with more stringent consequences. The intent of this process is to ensure that intervention methods are consistently applied for all students and that milder methods of behavioral management are applied before more stringent controls are applied. Such an approach allows students more opportunities to control their own behavior while gaining confidence in their ability to self manage. The interventions listed below will be used in ascending order as much as this is feasible.

1. Praise (social reinforcement)

The use of verbal praise, joking, smiling, and mild physical contact is well suited for shaping new positive behaviors and/or maintaining positive behaviors. Attention and approval can be public or private. In shaping desired behaviors the teacher praises behaviors that increasingly approximate a target behavior until it occurs consistently.

Verbal praise should be the most frequently used method of control in the classroom. The dissemination of verbal praise can be conceptualized as being on an increasing variable interval schedule of reinforcement. Students with newly emerging social/behavioral skills will require more frequent positive feedback than others who have developed better self monitoring for example. The teacher should be alert to the rates of praise necessary to increase, maintain, and fade behaviors.

2. Ignoring (extinction)

Ignoring inappropriate behaviors is also a mild intervention strategy but is applicable in only a few situations e.g., making noises with voice or gum, cracking knuckles. When a student engages in a targeted undesirable behavior the teacher may elect to identify the behavior to the student and then state that it will be ignored. This stated intention is verbalized only once, in a matter-of-fact tone. Consistency in ignoring the target behavior is crucial and it should be expected that the targeted behavior will increase in frequency before it subsides. The teacher should reinforce behaviors which are incompatible with the targeted inappropriate behavior. The teacher may also reinforce lower rates of the target behavior.

3. Diversion

Sometimes when a student is exhibiting off-task or disruptive behavior they are doing so because of frustration with materials. In such cases diverting the student to another task or activity may be warranted. Such a break may allow the student to regain control. In a related vein, transition activities should be available for students who have completed assignments. Such activities might include **drawing, puzzles, tapes, games, computer time, filmstrips, books, comics, or crafts.**

4. Social Disapproval (reprimands)

Social disapproval constitutes giving negative verbal or non-verbal feedback, e.g., "No" or shaking head. If it becomes evident that the student is enjoying this negative feedback then further steps on the intervention ladder need to be implemented. Praise for desired behaviors is always used in conjunction with reprimands. **Social disapproval is best used privately.** The teacher should not ignore misbehaviors that have been reprimanded. Care needs to be given to refraining from playing favorites while being equitable in all point distribution. **"Fairness"** is an important issue at this developmental level.

5. Reference to Rules with Immediate Consequences

When classroom rules are broken the teacher will then state which rule has been broken and remind the student that points are not being earned. **NOTE**: Students may, at any time during steps one through four, request their own time out. Points can still be earned during this time.

6. Contingent Observation (time out)

Contingent observation is the mildest form of time out where the student is removed from the group by the teacher and/or assistant. The teacher should verbalize that the purpose of time out is for the student to regain control of his/her behavior so that he/she can return to task. They should reassure the student that no points are lost. Time out needs to have a specified duration e.g., 5 minutes but not more than 15 minutes. If further misbehavior occurs the teacher may add additional time before considering a higher level of intervention. If the student is able to regain self-control then restitution/restoration may be requested. For example: the student may be requested to return the physical environment to its original condition or apologize by specifying the unacceptable behavior that occurred.

As mentioned in the section named Diversion, it may be in the student's best interest to allow him/her some immediate freedom from a frustrating task or situation. The teacher may, for example, give him/her another task to do or spend some time in conflict resolution.

7. Contingent Exclusion (time out)

This form of time out removes the student to a less reinforcing environment for a fixed time (5-minutes) until the undesirable behavior is gone or until a fixed period of calm has occurred. Often this form of time out is instituted for a repeated undesirable behavior.

8. A calendar is kept which shows tardies, absences and refusals to work. It is kept for one month and then sent home to the parents.

9. Suspension and Detentions

Because a student may have a "bad day" from time to time it is important to **keep the suspension process as non-punitive as possible.** In all cases where suspension seems likely the teacher needs to call the parent or emergency number to describe the behaviors and interventions that have occurred. This call should be made when the student is not present. The parent may be given the opportunity to pick the student up in lieu of suspension.

Should a student then require suspension the principal or supervisor for the Emotionally Impaired programs is contacted to consider a one day suspension. Suspensions of more than one day are determined by the principal or supervisor on an individual basis. Should any

inappropriate behavior become a chronic problem, it will become a part of that student's individual behavior contract.

Detentions are not generally used but may be considered when a student repeatedly uses suspensions to get away from school.

The steps of the intervention ladder comprise a major part of this behavior management system. At all times, however, the classroom teacher and assistant serve as a model for appropriate behavior and are sensitive to the steps of learning acquisition e.g., demonstration, cueing, verbal prompting, non-verbal prompting, and independent functioning. The teacher and assistant are knowledgeable in behavior modification principles e.g., chaining, schedules of reinforcement, and fading.

Parent involvement also increases the probability of improved student behavior. Parents are kept well informed about positive student gains and may be involved in some intervention strategies e.g., the administrators of rewards. Parents are encouraged to make sure that their child attends school on a regular basis. When an absence occurs, parents are expected to contact the school stating the reason for the absence.

E. REINFORCEMENT LEVELS

An overall goal of this program is to move students from a reliance on concrete rewards to use of self monitoring through **skill training.** The reinforcement levels below constitute concrete rewards available to students for improved levels of academic and behavioral growth.

Levels are determined by a student's performance on a weekly basis. For example, a student who achieves Level 1 by Friday will earn Level 1 privileges the following week. Students who do not meet the minimum requirements of Level 1 will not be able to engage in the rewards at that level. Bonus points increase the student's purchasing power at any level.

LEVEL	LOCATION	WEEKLY POINTS	REWARD
I	In class Out of class Contract	50-100	cooking, movie, class art projects, for completing assigned work each hour get individual free time in student's seat
II	In class Out of class Contract	100-200	may leave seat to get work, paper, pencil, markers, puzzles, books, read comics, or access classroom library, may play cards with one person
III	In class Out of class Contract	200-250	may leave seat to get materials, eat or chew gum in room (if, quietly and appropriately) special art projects, e.g., copper tooling, macrame, rug hooking, models, magazines, posters, walk to bus by self, games with one person, social free time
IV	In class Out of class Contract	250-300	may go to restroom, get drinks (2 times daily), library (1-2 times a week), fix your own lunch, group games, listen to radio or tapes, work in cafeteria, work in hall, nature walk, office messenger

F. **DE FUSING**

Students misbehave for a variety of reasons e.g., attention, power, revenge, display of inadequacy. Although the structure of the behavior management system will tend to prevent escalation of behavior the teacher must still be knowledgeable of techniques which reduce the potential for conflict.

Building a trusting relationship with each student is essential for communication and change to occur. Security and success are crucial for growth. **The teacher who considers student interests, skills, capabilities, and transmits positive expectations about them will be less likely to experience misbehavior.** The teacher who has established rapport with a disruptive student will be in a better position to help the student determine the consequences of misbehavior. Conflict resolution requires defining personal and group goals and compromise through open communication.

In the event that a student becomes threatening, the teacher may wish to consider these points: keep calm and quiet, keep access to an exit, attempt to establish the student's primary need, set limits, and problem solve if needed. Should a student run away from school the parents should be called to inform them as opposed to running after or following them.

Conflict resolution with students is an integral part of the educational process. Some ideas for achieving conflict resolution from Life Space Interviewing are listed below:

1. Initial Problems or Confrontation:

   Try to obtain an assessment from the individual or group as to what the concern is. Demonstrate your interest in the student not just his/her behavior problem (active listening). Timing is very important. Focus on a concern that is concrete and demonstrable but one that is important.

2. Look at the Scope of the Problem:

   Try to determine the basic central issue involved. Is it a symptom or a major problem?

3. Content Clarification:

   The teacher explores what went on in the eyes of the student by concentrating on the sequence of events.

4. Feeling of Acceptance:

   The teacher aims to be interested and helpful **not** authoritarian, paternalistic, or autocratic. The goal is to deal with the feelings behind the defense, not to counterattack the defense itself.

5. Avoiding Judgments:

The aim here is to place understanding before judgment. Avoid appeals to a value system or use of threats. The emphasis is, instead, upon methods that the student can use in coping with their problem in a more satisfactory way.

6. Exploring Inner Feelings for Change:

The teacher helps the student to explore what they are feeling. It may be useful to ask the student what they believe will help them with the problem as they see it.

7. What Can be Done to Prevent a Reoccurrence:

At this point the teacher may inject reality factors in an objective way. Limits need to be presented in a non-moralistic way. The teacher focuses on a potential first step to a possible resolution and may ask who is to own the problem or who is to work out the resolution.

G. ACTIVE TEACHING

In addition to using techniques of active listening as in the previous section on defusing and conflict resolution, the teacher can also build communication and trust through their teaching style and content. The teacher who moves quickly to students to immediately assist them communicates greater interest than a teacher who sits behind a desk. In content areas the teacher who is sensitive to the individual student's strengths and weaknesses and programs the curriculum accordingly is likely to find increased achievement and feelings of success by the student.

VIII. INSTRUCTIONAL OBJECTIVES
SECONDARY PROGRAMS

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E.I. CLASSROOM PERFORMANCE OBJECTIVES

STUDENT'S NAME:_____ DATE:_____ TEACHER/CONSULTANT:_____

ANNUAL GOAL:_____

SHORT TERM OBJECTIVES	PERFORMANCE OBJECTIVES	CRITERIA	METHODS	DATE BEGIN	ACTUALLY ATTAINED

JACKSON COUNTY INTERMEDIATE SCHOOL DISTRICT
SECONDARY EMOTIONALLY IMPAIRED PROGRAMS
ANNUAL GOALS AND SHORT TERM OBJECTIVES

___ 1. **AG: INCREASE/REINFORCE AUDITORY SKILLS:**
- ___ A. **STO:** The student will demonstrate attentional skills.
- ___ B. **STO:** The student will recall appropriate information from an oral presentation.
- ___ C. **STO:**
- ___ D. **STO:**

___ 2. **AG: INCREASE/REINFORCE DECODING SKILLS:**
- ___ A. **STO:** The student will improve phonetic analysis skills.
- ___ B. **STO:** The student will improve structured analysis skills
- ___ C. **STO:** The student will improve use of context clues.
- ___ D. **STO:** The student will increase functional vocabulary. (See functional word list at end of performance objectives.
- ___ E. **STO:** The student will improve oral reading.
- ___ F. **STO:**
- ___ G. **STO:**

___ 3. **AG: INCREASE/REINFORCE READING COMPREHENSION SKILLS:**
- ___ A. **STO:** The student will recall information from a story read.
- ___ B. **STO:** The student will be able to follow written directions.
- ___ C. **STO:** The student will identify main idea of story read.
- ___ D. **STO:** The student will be able to understand the meaning of unfamiliar vocabulary found in a paragraph read.
- ___ E. **STO:** The student will arrange words, sentences and paragraphs into proper sequence.
- ___ F. **STO:** The student will make inferences on given reading selections.
- ___ G. **STO:** The student will demonstrate knowledge of punctuation marks when reading.
- ___ H. **STO:**
- ___ I. **STO:**

___ 4. **AG: INCREASE/REINFORCE REFERENCE SKILLS:**
- ___ A. **STO:** The student will demonstrate the ability to use a dictionary correctly.
- ___ B. **STO:** The student will demonstrate the ability to use an encyclopedia correctly.
- ___ C. **STO:** The student will show an understanding of the library.
- ___ D. **STO:** The student will locate and use reference sections witihin a textbook.
- ___ E. **STO:**
- ___ F. **STO:**

___ 5. **AG: INCREASE/REINFORCE STUDY SKILLS:**
- ___ A. **STO:** The student will learn appropriate study skills needed to pass academic subjects.
- ___ B. **STO:**
- ___ C. **STO:**

___ 6. **AG: INCREASE/REINFORCE WRITING SKILLS:**
- ___ A. **STO:** The student will write using correct manuscripts form.
- ___ B. **STO:** The student will write using the correct cursive letter form.
- ___ C. **STO:** The student will learn to type.
- ___ D. **STO:**
- ___ E. **STO:**

___ 7. **AG: INCREASE/REINFORCE SPELLING SKILLS:**
- ___ A. **STO:** The student will improve spelling and rules for spelling.
- ___ B. **STO:** The student will learn to spell non-phonetic sight words from memory.
- ___ C. **STO:** The student will demonstrate practical application of spelling skills mastered.
- ___ D. **STO:** The student will improve basic spelling skills.
- ___ E. **STO:**
- ___ F. **STO:**

___ 8. **AG: INCREASE/REINFORCE WRITTEN LANGUAGE:**
- ___ A. **STO:** The student will identify basic parts of speech and sentence types.
- ___ B. **STO:** The student will write a complete sentence.
- ___ C. **STO:** The student will write a paragraph.
- ___ D. **STO:** The student will write a multi-paragraph story.
- ___ E. **STO:** The student will write a report.
- ___ F. **STO:** The student will monitor for errors of his own written language.
- ___ G. **STO:**
- ___ H. **STO:**

___ 9. **AG: INCREASE/REINFORCE MATH CONCEPTS:**
- ___ A. **STO:** The student will demonstrate an understanding of basic math concepts.
- ___ B. **STO:**
- ___ C. **STO:**

___ 10. **AG: INCREASE/REINFORCE MATH COMPUTATION SKILLS:**
- ___ A. **STO:** The student will solve addition problems.
- ___ B. **STO:** The student will solve subtraction problems.
- ___ C. **STO:** The student will solve multiplication problems.
- ___ D. **STO:** The student will solve division problems.
- ___ E. **STO:** The student will solve fractional problems.
- ___ F. **STO:** The student will memorize facts at an automatic level.
- ___ G. **STO:** The student will solve decimal and percent problems.
- ___ H. **STO:**
- ___ I. **STO:**

___ 11. **AG: INCREASE/REINFORCE PRACTICAL MATH SKILLS:**
- ___ A. **STO:** The student will solve story problems.
- ___ B. **STO:** The student will master time telling skills.
- ___ C. **STO:** The student will master money skills.
- ___ D. **STO:** The student will demonstrate an understanding of measurment.
- ___ E. **STO:** The student will demonstrate an understanding of graphs.
- ___ F. **STO:** The student will learn calculator skills.
- ___ G. **STO:** The student will demonstrate general knowledge of computers.

___ H. **STO:** The student will demonstrate knowledge of banking, budgeting, and credit.

___ I. **STO:**

___ J. **STO:**

___ 12. **AG: INCREASE/REINFORCE WORK HABITS:**

___ A. **STO:** The student will submit neat, accurate, complete work.

___ B. **STO:** The student will attend, correct and continue to complete tasks using independent behavior skills.

___ C. **STO:** The student will follow directions.

___ D. **STO:** The student will recognize and evaluate personal work habits.

___ E. **STO:** The student will pursue and maintain a physically clean environment.

___ F. **STO:**

___ G. **STO:**

___ 13. **AG: INCREASE/REINFORCE INTERPERSONAL RELATIONSHIPS::**

___ A. **STO:** The student will discuss and identify social cues and state how to use them.

___ B. **STO:** The student will describe ways to change group behavior.

___ C. **STO:** The student will demonstrate respect for rights of others.

___ D. **STO:** The student will participate in group discussions/activities.

___ E. **STO:** The student will demonstrate an understanding of the rules and responsibilities of membership in a family unit.

___ F. **STO:** The student will demonstrate knowledge and use of communication skills.

___ G. **STO:**

___ H. **STO:**

___ 14. **AG: INCREASE/REINFORCE PERSONAL UNDERSTANDING SKILLS:**

___ A. **STO:** The student will discriminate between appropriate and inappropriate behavior.

___ B. **STO:** The student will discuss strengths, weaknesses and goals of self.

___ C. **STO:** The student will express feelings appropriately.

___ D. **STO:** The student will demonstrate socially acceptable sexual behaviors.

___ E. **STO:**

___ F. **STO:**

___ 15. **AG: INCREASE/REINFORCE INTERACTION WITH SOCIETIES' RULES AND REGULATIONS:**

___ A. **STO:** The student will describe and abide by the classroom and school rules.

___ B. **STO:** The student will describe and abide by societies' rules and laws.

___ C. **STO:**

___ D. **STO:**

___ 16. **AG: INCREASES PRE-VOCATIONAL/VOCATIONAL READINESS:**

___ A. **STO:** The student will increase knowledge of different careers.

___ B. **STO:** The student will increase knowledge of job application and interview skills.

___ C. **STO:**

___ D. **STO:**

___ 17. **AG: INCREASE/REINFORCE SOCIAL STUDIES SKILLS::**
- ___ A. **STO:** The student will learn about local geography and culture.
- ___ B. **STO:** The student will learn about state geography and culture.
- ___ C. **STO:** The student will learn about United States geography and culture.
- ___ D. **STO:** The student will learn about world geography and culture.
- ___ E. **STO:** The student will demonstrate basic knowledge in government facts and vocabulary.
- ___ F. **STO:** The student will demonstrate basic knowledge in U.S. History and vocabulary.
- ___ G. **STO:**
- ___ H. **STO:**

___ 18. **AG: INCREASE/REINFORCE BIOLOGY SKILLS:**
- ___ A. **STO:** The student will learn about microscopes.
- ___ B. **STO:** The student will learn about the human body.
- ___ C. **STO:** The student will learn about plants.
- ___ D. **STO:** The student will learn about classifying animals.
- ___ E. **STO:** The student will learn about ecology.
- ___ F. **STO:**
- ___ G. **STO:**

___ 19. **AG: INCREASE/REINFORCE EARTH SCIENCE SKILLS:**
- ___ A. **STO:** The student will learn about weather, seasons, air, and water.
- ___ B. **STO:** The student will learn about the earth's surface and history.
- ___ C. **STO:** The student will learn about the environment.
- ___ D. **STO:**
- ___ E. **STO:**

___ 20. **AG: INCREASE/REINFORCE KNOWLEDGE OF HEALTH AND SAFETY:**
- ___ A. **STO:** The student will learn how to prevent and treat illnesses.
- ___ B. **STO:** The student will learn indoor and outdoor safety procedures.
- ___ C. **STO:** The student will learn first aid skills
- ___ D. **STO:** The student will learn about drug, alcohol and tobacco abuse.
- ___ E. **STO:**
- ___ F. **STO:**

___ 21. **AG: INCREASE/REINFORCE KNOWLEDGE OF REPRODUCTIVE HEALTH:**
- ___ A. **STO:** The student will learn about reproductive health.
- ___ B. **STO:** The student will learn about family planning.
- ___ C. **STO:** The student will learn about sexually transmitted diseases.
- ___ D. **STO:** The student will learn about sexual misconduct/exploitation.
- ___ E. **STO:**
- ___ F. **STO:**

***NOTE:** The Secondary Emotionally Impaired Performance Objectives have been printed in a separate document and are available through the Special Education Department, Jackson County Intermediate School District.

BASIC CLASSROOM PERFORMANCE OBJECTIVES

STUDENT NAME: _____

GRADE: _____

METHODS OF EVALUATION

A. Standardized Test

B. CRT - Criterion Referenced Test

C. Informal Tests

D. Teacher Observation and Charting

E. Student Work Samples

F. Support Personnel Evaluations

G. Behavioral Checklist

H. Regularly Scheduled Conference with Regular Education Teachers

ADDITIONAL RESOURCES FOR PERFORMANCE OBJECTIVES

1. Washtenaw Intermediate Secondary Performance Objectives
2. Grand Ledge Performance Objectives
3. MEAD Performance Objectives

IX. APPENDIX

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APPENDICES

A. Social Maladjustment

B. Middle School Daily Report and Weekly Record

C. High School Individual Behavior Record and Behavior Intervention Plan

D. Mainstreaming Checklist

E. Math Materials and Computer Materials

F. Language Arts Materials

G. Social Studies, Science and Health Materials

H. Affective Materials and Techniques

I. Western High School Course List

J. Western High School Graduation Requirements

K. Progress Report and Interest Inventory

L. Awards

M. Emotionally Impaired Programming-the Multidimensional Model

N. Additional References and Publishers Addresses

APPENDIX A

SOCIAL MALADJUSTMENT

"AN EXAMINATION OF SEVERELY EMOTIONALLY DISTURBED AND ITS RELATION TO SOCIAL MALADJUSTMENT"

INTRODUCTION

Public Law 94-142 clearly excludes the socially maladjusted student from the category of seriously emotionally disturbed except in cases where the emotional impairment can be proven in spite of the student being socially maladjusted. R.300.5 (b) (8), which defines the category of seriously emotionally disturbed, states:

> The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

Although the law excludes the socially maladjusted from receiving special education, it does not define social maladjustment so that it can be compared and contrasted with emotional disturbance. It would appear that lack of legal specificity about social maladjustment results, more often than not, in the placement of these demanding students in special education. Some school districts, like the Jackson County Intermediate School District, now are beginning to use psychiatric evaluation to aid in making a differential diagnosis of social maladjustment.

The ability of the local diagnostic team (classroom teacher, school psychologist, and school social worker) to differentiate between social maladjustment and emotional disturbance is confounded by the many overt behaviors shared by these diagnostic labels. Although these overt behaviors are presumed to have different causes, the use of behavior observation (with its concern for <u>what</u> a student does not <u>why</u> they do it) may not necessarily help the diagnostic team determine if an emotional <u>condition</u> (a mentalistic concept) exists.

The problem of differentiating the severely emotionally disturbed and the socially maladjusted is often compounded in the literature by the term "behavior disordered" which appears to categorize a large population of students with mild to moderate problems. Some states (e.g., Iowa) continue to serve these students in special education in apparent contradiction to Fedeal Law which appears designed to serve only those <u>severely</u> educationally handicapped by their emotional disturbance.

The purpose of identifying students as emotionally impaired is to provide an appropriate setting and curriculum in which the handicapped student can learn and progress. Just as labeling a student seriously emotionally disturbed may stigmatize them and result in further educational difficulty, failure to certify a student due to presumed social maladjustment may leave them stigmatized by a regular education system ill-equipped to deal with their low tolerance for frustration, immaturity, or inefficient learning.

DSM-III CLASSIFICATION

The process of psychiatric diagnosis has recently undergone major revision with the appearance of DSM-III. For example the diagnostic class of Neuroses has been omitted in favor of other diagnostic classifications (e.g., Affective Disorder, Anxiety Disorder, etc.). Compared with special education classification systems, DSM-III represents a diagnostic system of much more complexity with many more categories of diagnosis.

The sections that follow present a summary of the DSM-III categories dealing with Conduct Disorder (312.00, 312,10, 312.23, 312.21) and Oppositional Disorder (313.81). The intent of presenting these categories is to: (1) provide local diagnostic teams with the criterion likely to be used by a psychiatrist should a differential diagnosis be requested, (2) provide these teams with characteristics which might be considered in making a determination of social maladjustment.

The essential feature of Conduct Disorder in the DSM-III system "is a repetitive and persistent pattern of conduct in which either the basic rights of others or major age appropriate societal norms or rules are violated". All four types defined in DSM-III have associated features which may include:

a. difficulties at home and in the community,
b. precocious sexual activity,
c. blaming others for his/her difficulties,
d. feeling unfairly treated and mistrustful of others,
e. low self-esteem although an image of "toughness" may be projected,
f. unusually early smoking, drinking, and other substance abuse,
g. poor frustration tolerance, irritability, temper outbursts, and provocative recklessness,
h. academic achievement below the level expected on the basis of intelligence and age, and
i. attentional difficulties.

312.00 Conduct Disorder, Undersocialized, Aggressive

Diagnostic Criteria

A. A repetitive and persistent pattern of aggressive conduct in which the basic rights of others are violated, as manifested by either of the following:

(1) physical violence against persons or property (not to defend someone else or oneself), e.g., vandalism, rape, breaking and entering, fire-setting, mugging, assault
(2) thefts outside the home involving confrontation with the victim (e.g., extortion, purse-snatching, armed robbery)

B. Failure to establish a normal degree of affection, empathy, or bond with others as evidenced by no more than one of the following indications of social attachment:

(1) has one or more peer-group friendships that have lasted over six months
(2) extends himself or herself for others even when no immediate advantage is likely
(3) apparently feels guilt or remorse when such a reaction is appropriate (not just when caught or in difficulty)
(4) avoids blaming or informing on companions
(5) shares concern for the welfare of friends or companions

C. Duration of pattern of aggressive conduct of at least six months.

D. If 18 or older, does not meet the criteria for Antisocial Personality Disorder.

312.10 Conduct Disorder, Undersocialized, Nonaggressive

Diagnostic Criteria

A. A repetitive and persistent pattern of nonaggressive conduct in which either the basic rights of others or major age-appropriate societal norms or rules are violated, as manifested by any of the following:

(1) chronic violations of a variety of important rules (that are reasonable and age-appropriate for the child) at home or at school (e.g., persistent truancy, substance abuse)
(2) repeated running away from home overnight
(3) persistent serious lying in and out of the home
(4) stealing not involving confrontation with a victim

B. Failure to establish a normal degree of affection, empathy, or bond with others as evidenced by no more than one of the following indications of social attachment:

(1) has one or more peer-group friendships that have lasted over six months
(2) extends himself or herself for others even when no immediate advantage is likely
(3) apparently feels guilt or remorse when such a reaction is appropriate (not just when caught or in difficulty)
(4) avoids blaming or informing on companions
(5) shows concern for the welfare of friends or companions

C. Duration of pattern of nonaggressive conduct of at least six months.

D. If 18 or older, does not meet the criteria for Antisocial Personality Disorder.

312.23 Conduct Disorder, Socialized, Aggressive

Diagnostic Criteria

A. A repetitive and persistent pattern of aggressive conduct in which the basic rights of others are violated, as manifested by either of the following:

(1) physical violence against persons or property (not to defend someone else or oneself), e.g., vandalism, rape, breaking and entering, fire-setting, mugging, assault
(2) thefts outside the home involving confrontation with a victim (e.g., extortion, purse-snatching, armed robbery)

B. Evidence of social attachment to others as indicated by at least two of the following behavior patterns:

(1) has one or more peer-group friendships that have lasted over six months
(2) extends himself or herself for others even when no immediate advantage is likely
(3) apparently feels guilt or remorse when such a reaction is appropriate (not just when caught or in difficulty)
(4) avoids blaming or informing on companions
(5) shows concern for the welfare of friends or companions

C. Duration of pattern of aggressive conduct of at least six months.

D. If 18 or older, does not meet the criteria for Antisocial Personality Disorder.

312.21 Conduct Disorder, Socialized, Nonaggressive

Diagnostic Criteria

A. A repetitive and persistent pattern of nonaggressive conduct in which either the basic rights of others or major age-appropriate societal norms or rules are violated, as manifested by any of the following:

(1) chronic violations of a variety of important rules (that are reasonable and age-appropriate for the child) at home or at school (e.g., persistent truancy, substance abuse)
(2) repeated running away from home overnight
(3) persistent serious lying in and out of the home
(4) stealing not involving confrontation with a victim

B. Evidence of social attachment to others as indicated by at least two of the following behavior patterns:

(1) has one or more peer-group friendships that have lasted over six months
(2) extends himself or herself for others even when no immediate advantage is likely

(3) apparently feels guilt or remorse when such a reaction is appropriate (not just when caught or in difficulty)
(4) avoids blaming or informing on companions
(5) shows concern for the welfare of friends or companions

C. Duration of pattern of nonaggressive conduct of at least six months.

D. If 18 or older, does not meet the criteria for Antisocial Personality Disorder.

Diagnostic Criteria for Oppositional Disorder

A. Onset after 3 years of age and before age 18.

B. A pattern, for at least six months, of disobedient, negativistic, and provocative opposition to authority figures, as manifested by at least two of the following symptoms:

(1) violations of minor rules
(2) temper tantrums
(3) argumentativeness
(4) provocative behavior
(5) stubbornness

C. No violation of the basic rights of others or of major age-appropriate societal norms or rules (as in Conduct Disorder); and the disturbance is not due to another mental disorder, such as Schizophrenia or a Pervasive Developmental Disorder.

D. If 18 or older, does not meet the criteria for Passive-Aggressive Personality Disorder.

Examination of these categories suggests some common trends which may be of some use to local diagnostic teams (despite the difficulty operationalizing some of the criteria). Generally speaking the student with a conduct disorder (viz., socially maladjusted) is someone:

a. whose social, not emotional, behaviors are preventing normative growth,
b. who does not meet the minimum standards of behavior required in regular education,
c. who consistently disregards or defies authority, and
d. who demonstrates chronic (at least six months) violation of society's norms and laws.

ISSUES RELATED TO THE 94-142 DEFINITION

The problem of defining social maladjustment is confounded by issues of definition within the seriously emotionally impaired law itself. Selected areas of the 94-142 definition are discussed below with the intent of highlighting areas where clinical subjectivity may be a problem.

The term seriously emotionally disturbed refers to a condition which is manifest in characteristics such as inability to learn or build peer relations. A psychological condition is not, in and of itself, an observable entity, and must be inferred from observed behavior. Further, characteristics alone do not necessarily imply a condition (e.g., poor motivation does not necessarily imply an inability to learn). It appears that confusion arises on this issue over the use of the term "condition". If a condition is presumed to exist, it would seem that a relatively stable pattern of characteristics would exist over an extended period of time. An emphasis on the stability, frequency, and duration of observable characteristics may adequately address this problem and lessen the impact of subjectivity.

The definition states that the condition must have existed for a long period of time, but does not specify how long of a period. The intent appears to be to eliminate certification based on transitory events in the student's life (e.g., unhappiness over parental divorce). Perhaps six months could be used as a minimum time (as in DSM-III) given other factors such as the intensity of behavior.

The definition also states that the condition must exist to a marked degree. This appears to refer to the issue of observability of behavior. If the student's condition must be inferred from projective tests, then it probably is not marked.

Additionally, the definition speaks to adversely affected educational performance and inability to learn. Because everyone's emotions can impact their performance (e.g., anxiousness decreases concentration) the student being considered to be handicapped is presumably demonstrating academic failure to a degree more marked than other students in the same set of circumstances. From the standpoint of observability of behavior however, it would appear best to also evaluate the student's performance in relation to their estimated ability and development.

One possible characteristic of serious emotional impairment is demonstrated inability to build or maintain satisfactory interpersonal relationships with peers and teachers. It would appear that to some degree, "satisfactory interpersonal relationships" refers to the developmental appropriateness of behavior. A child with pervasive developmental delays might, for example, demonstrate poor peer relations, but not because they are seriously emotionally disturbed. In keeping with the intent to work with observable and measurable information, sociometric and ecological data need to be included in evaluation of this characteristic.

The definition also considers inappropriate types of behavior under normal circumstances as a possible manifesting characteristic. Again it would seem that the inappropriateness of behaviors is best operationalized by the markedness, intensity, and duration of those behaviors. Additionally, the notion of "normal circumstances" begs for an ecological perspective and analysis (e.g., behavior setting analysis).

Another potential characteristic of disturbance is a general pervasive mood of unhappiness or depression. Again, the use of the term "pervasive" appeals to the markedness or observability of behaviors.

The final characteristic mentioned in the law, a tendency to develop physical symptoms or fears associated with personal or school problems, would include concepts such as school phobia. Involvement of medical personnel may be useful in making a differential diagnosis in such cases. Again, the markedness and duration of physical symptoms needs to be addressed.

Until the terms used in 94-142 are operationalized in terms of observable behaviors, confusion about social maladjustment is likely to be multiplied. One area of difference between emotional disturbance and social maladjustment is the framing of emotional disturbance as being part of an educational model and social maladjustment as being part of a non-educational model.

DIAGNOSTIC CONSIDERATIONS

94-142 requires the use of multiple sources of data to determine if a student is handicapped. In the area of seriously emotionally disturbed, several variables appear to reinforce the necessity of making eligibility and programming decisions based on multiple sources: (a) the "deviancy" of presenting behavior may be dependent on the tolerance level of the person making this judgment, (b) the interaction of biological, individual, social, and environmental factors, and (c) bias created by the initial referral process and the educational programs available.

A multivariate statistical approach to the classification of behavior disorders in children indicates that the majority of deviant behaviors can be subsumed under four headings: conduct disorder, personality disorder, immaturity, and socialized delinquency (Quay, 1972). In an attempt to further operationalize these broad categories Quay and Peterson have created a Revised Behavior Problem Checklist. This 89 item checklist shows initially promising reliability and validity for comparing students normatively along six dimensions: conduct disorder, socialized aggression, attention problems/immaturity, anxiety/withdrawal, psychotic behavior, and motor excess. It would appear that the first two categories would characterize those students who are socially maladjusted.

The Behavior Evaluation Scale (1983) was developed to aid school personnel in determining if students qualify as emotionally impaired. The issue of social maladjustment is not addressed by the authors however, and normative data was collected on "behaviorally disturbed" students without specifying whether this population contained delinquent or socially maladjusted students. The use of this instrument for use in identifying students who do not qualify for special education because of social maladjustment is therefore poor.

Other rating scales currently available at the J.C.I.S.D. office which address social maladjustment (e.g., Burks Behavior Rating Scale, Adaptive Behavior Scale) do not appear to be of use due to reliability and validity issues.

Diagnostic teams need to consider ecological factors (the interaction of the individual and their environment) in the assessment process. Most school psychologists, for example, have contributing skills in such areas as: classroom observation, analysis of teacher verbal behavior, and use of specimen records.

A recent study of the types of data used in identifying public school students as "behaviorally disordered" found that little documentation from the areas specific to the educational handicap of "behavioral disorders" was available on central registry files. Data categories used as criteria in this study included: (a) health history, (b) family/environmental history, (c) speech screening/evaluation, (d) hearing and vision screening/evaluation, (e) intellectual assessment, (f) setting analysis data, (g) non-normative personality assessment, (h) normative affective assessment, (i) behavioral rating scales, (j) systematic observation, (k) sociometric data, (l) anecdotal record, and (m) academic assessment.

Diagnostic teaching needs to be moved to the forefront of placement considerations for students referred for special education as seriously emotionally disturbed. Final diagnosis should be made on the basis of trial treatments involving interventions such as: behavior modification, modelling appropriate behaviors, family intervention, teacher consultation, use of cooperative goal structures in classrooms, modification of materials, modification of the academic day, individualization of the curriculum, behavioral contracts, and use of teacher aides.

SUMMARY AND RECOMMENDATIONS

This paper has presented an examination of the 94-142 definition of seriously emotionally disturbed and its relation to social maladjustment. It is hoped that this initial examination will eventually result in: (1) further clarification of serious emotional disturbance, behavior disordered, and social maladjustment, (2) improved legitimacy of those students identified as seriously emotionally disturbed (frequently a stigmatizing label), and (3) improved fit between handicapped students and their educational environment (regular or special education).

Recommendations for further work in this area might best be developed through the meeting of various J.C.I.S.D. staff in the Emotionally Impaired and Psychology/Social Work departments. The intent of this cooperative effort could include:

a. further operationalization (in behavioral terms) of the 94-142 definition,
b. further delineation of shared and isolated behavioral attributes in these two areas,
c. improved data collection,
d. the expanded use of trial treatments in the evaluation and prescription process, and
e. field testing and data collection using the Revised Behavior Problem Checklist.

Written by: Chris Reid
School Psychologist

APPENDIX B

MIDDLE SCHOOL DAILY REPORT AND WEEKLY RECORD

DAILY REPORT

STUDENT'S NAME _____ GRADE _____

DATE _____

Rating System:

2 Good - Outstanding
1 Fair - Acceptable Behavior
0 Poor - Unacceptable Behavior

Teacher's Initials	1	2	3	4	5	6	H
Follow Directions							
Consideration for Others							
Interaction with Others							
Appropriate Use of Materials							
Class Preparation							
Contract/Bonus							

Homework Assignments:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Teacher Comments: _____

_____

_____

_____

Bus Behavior: **A.M.** 0 1 2 **P.M.** 0 1 2

Driver Signature: _____

Comments: _____

Parent Signature: _____ **Date:** _____

Comments: _____

WEEKLY RECORD

STUDENT'S NAME _____ **DATE** _____

CURRENT LEVEL: I II III IV

HOUR	1	2	3	4	5	6	TOTAL POINTS	TIME OUTS	DAILY AVERAGE
FOLLOWING CLASS EXPECTANCIES									
INDIVIDUAL CONTRACT									
OUT-OF-CLASS BEHAVIOR									
BONUS POINTS									

HOUR	1	2	3	4	5	6	TOTAL POINTS	TIME OUTS	DAILY AVERAGE
FOLLOWING CLASS EXPECTANCIES									
INDIVIDUAL CONTRACT									
OUT-OF-CLASS BEHAVIOR									
BONUS POINTS									

HOUR	1	2	3	4	5	6	TOTAL POINTS	TIME OUTS	DAILY AVERAGE
FOLLOWING CLASS EXPECTANCIES									
INDIVIDUAL CONTRACT									
OUT-OF-CLASS BEHAVIOR									
BONUS POINTS									

HOUR	1	2	3	4	5	6	TOTAL POINTS	TIME OUTS	DAILY AVERAGE
FOLLOWING CLASS EXPECTANCIES									
INDIVIDUAL CONTRACT									
OUT-OF-CLASS BEHAVIOR									
BONUS POINTS									

HOUR	1	2	3	4	5	6	TOTAL POINTS	TIME OUTS	DAILY AVERAGE
FOLLOWING CLASS EXPECTANCIES									
INDIVIDUAL CONTRACT									
OUT-OF-CLASS BEHAVIOR									
BONUS POINTS									

PREVIOUS BALANCE _____ WITHDRAWAL FOR PURCHASING _____

DEPOSIT _____ NEW BALANCE _____

APPENDIX C

HIGH SCHOOL INDIVIDUAL BEHAVIOR RECORD

INDIVIDUAL BEHAVIORAL RECORD

STUDENT'S NAME _____ **GRADE** _____

DATE _____

Rating System:

10 Good - Outstanding
5 Fair - Acceptable Behavior
0 Poor - Unacceptable Behavior

	1	2	3	Lunch	4	5	6
Teacher's Initials:							
Cooperation with teacher directions:							
Completion of assigned classwork:							
Corrects errors when shown:							
Interaction with other students:							
Attitude:							
Paying attention in class:							
Being on time to class:							
Completion of assigned homework:							
Hallway behavior:							

Additional Comments:

PARENT SIGNATURE _____ **DATE** _____

JCISD - SPECIAL EDUCATION
BEHAVIOR INTERVENTION PLAN

DATE: _____

STUDENT: SIGNATURE: _____

TEACHER: SIGNATURE: _____

ASSISTANT: SIGNATURE: _____

1. What behaviors do I need to change?

_____

_____

_____

2. Why is this a problem? How does it hurt me? (how often does it happen, intensity)

_____

_____

_____

3. Describe your behavior plan. Where the plan will take place, how long will the contract continue, how will we collect data and when will we review.

_____

_____

_____

_____

4. If I decrease my problem behavior, what positive effect will it have on myself, school, family and friends?

_____

_____

_____

_____

APPENDIX D

MAINSTREAMING CHECKLIST

MAINSTREAMING CHECKLIST

_____ Student can follow directions given.

_____ Student is in control physically (does not blow up).

_____ Student is able to use the teacher as a resource.

_____ Student is able to transfer from Emotionally Impaired teacher to an alternate authority figure.

_____ Student is willing to pariticpate.

_____ Student is able to move from one room to another without assistance.

_____ Student is able to handle the tasks required in the integration.

_____ Student is able to handle changes in structure (loudness level, movement, transitions).

_____ Student responds to peers in generally appropriate manner.

_____ Student is responsible for class materials.

_____ Student has skills necessary to demonstrate reasonable success in integrated content area.

_____ Student completes tasks regularly required in integration.

_____ Student remains on task in integration.

_____ Student is behaviorally comparable to others in integrated class.

_____ Student assumes responsibility for going to class on time after a reasonable adjustment period.

APPENDIX E

MATH, VOCATIONAL EDUCATION AND COMPUTER SUPPORT MATERIALS

MATERIALS

Becoming a Car Owner, Maintaining Your Car, Taking the Wheel
New Readers Press
3 student texts, workbook and teacher's guide. Reading level 4.9

COPSystem II Intermediate Inventory
Edits
An occupational interest inventory for students with language or reading difficulties. Measures interest based on knowledge of school subjects and activities. Very simplistic in format. High School

Choosing the Right Career
Bennett and McKnight Pub.
Helps students match personal skills and interests to appropriate occupational groups. Averages 4.5 reading level.

Electric Drill
Creative Publication
Motivating black line masters cover whole numbers, fractions, decimals and percent skills in depth.

Elementary Keyboarding
McGraw Hill
Teachers keyboard on typewriters and computers. High School

Entering the World of Work
Bennett and McKnight Pub.
Developed specifically for secondary special needs students, teaches skills for getting and keeping a job. Third grade reading level.

Handy Math Series
Creative Publications
Real world math practice sheets covering travel, purchasing, sports, maps, earning and managing money. Blackline masters. Middle School

Key to Decimals
Key Curriculum Project
Four book set Concepts, Adding and Subtracting, Dividing and Using Decimals. Algebra & Geometry "Keys" also available. High School

Keys to Fractions
Key Curriculum Project
Four books cover basic concepts through mixed numbers. Middle School and High School

Mathematics in Daily Living
Steck-Vaughn
Four workbooks cover math needed in everyday living. Fractions, Decimals and Percents, Measurement and Geometry, Fundamental Algebra.

Mathematics Work-A-Text-Series
Modern Curriculum Press
Teaches computational and problem solving skills with extensive review and maintenance of previously learned skills. Six books: begin with counting, adding, subtracting through decimals, basic geometry and percents.

Stein's Refresher Math
Allyn Bacon
Careful step by step instruction, lots of practice, review and testing. Covers all areas of math. An adult-look approach appropriate for special needs students.

Steps to Mathematics
Steck-Vaughn
Two books for older students still at beginning level in math. Provides practice in four basic whole number functions.

Studying for a Driver's License
New Readers Press
Helps low readers pass drivers test. High School

COMPUTER PROGRAMS

Adapting Study Guides and Worksheets for Students with Varied Abilities
RHR Consultation Service
You prepare one list of terms, ideas and concepts along with definitions, the computer prepares three different levels of study guides and five sequenced worksheets for each unit or chapter.

Koalapad Touch Tablet
Creative Computer Resources
Eliminates need for computer keyboard, makes program access as simple as drawing.

Print Shop
Broderbund Software
Create anything from greeting cards to banners on this graphics program. Kids love to just design without printing.

SRA Mathematics
Science Research Associates
Major arithmetic skills are covered. Additional feature allows for printed seatwork generator. Comes in three levels.

APPENDIX F

LANGUAGE ARTS MATERIALS

MATERIALS

Amazing Animal Stories
Turman Pub. Co.
Six duplicator books 3.0 to 6.0 reading level cover strange and fascinating creatures.

Brigance Diagnostic Inventory of Essential Skills
Curriculum Associates
This inventory determines minimal competencies in reading, math, language arts and life skills areas. It was designed to assess and diagnose strengths and weaknesses of students with special needs in secondary programs. It also is an excellent source for curriculum ideas. It picks out the essential skills necessary to meet minimum expectations as a citizen, consumer, worker or family member.

Caught Reading Series
Quercus Corp.
Five book reading series with teacher's guide. First book starts at below first grade, fifth book ends at third grade. Series covers word comprehension and study skills. High School interest level.

Challenger Book 1-5
New Readers Press
Five student texts, teacher's guide and answer key Adult Language Arts Series.

Famous People Stories Series
Turman Pub. Co.
Sixteen ditto master books at progressive reading levels from 2.5 to 6.0; Popular people kids love to read about.

Fantastic Mystery Stories
Turman Pub. Co.
Six duplicator books at 3.5 to 6.0 reading level feature comprehension questions on mysterious phenomena.

Learning Skills Series Book A-D
McGraw Hill
Each book contains similar material but at different levels of difficulty so that one topic can be covered at a variety of functional levels 2-5 grade reading. Interest areas higher. Middle School

Mysteries of Science
World of Entertainers
World of Sports
Michigan Products, Inc.
Three seperate reading comprehension kits with story/activity cards. 4.0-5.5 reading level; 7-12 grade interest level.

New Practice Readers Series Books A-D
McGraw Hill
Four books cover from 2.0 to 5.5 reading level offer short nonfiction reading selections. Cassettes available for Books A-D. Books E-G are also available. Middle School

Rally! Levels A, B and C
Harcourt Brace Jovanovich
Readers, Skill books, cassettes, teachers guide and test. Develop reading skills from 2nd to 6th grade reading level at Jr. High interest level. Middle School

Reading for Concepts Books A-F
McGraw Hill
Reading skills developed from 1.6 to 4.2 including vocabulary, factual recall, inference main idea, cause and effect. Middle School

Skill by Skill Workbooks
Modern Curriculum Press
Workbooks that build and drill specific skills students need to become independent readers. 31 workbooks divided into 7 major skills areas at reading levels 2 through 6. Ex: Main Idea, Word Power, etc.

Stars
Turman Pub. Co.
Magazine/workbook and 3rd grade reading level with stories, pictures and comprehension checks on world known/student loved stars. Middle School

Sundown Reading Set I, II, III
New Reader Press
Fourteen high interest fiction books at near 3rd grade reading level. High School

COMPUTER PROGRAMS

Arcademic Skill Builders in Language Arts
DLM
Drill and practice in various language arts areas; spelling, parts of speech, synonyms, etc. Arcade type games makes repetition fun.

Bank Street Writer
Scholastic
Simple, versatile word processing system.

KidWriter
Spinnaker
Designed for elementary but we find even older students like this super basic word processing system for writing stories and drawing graphics pictures.

Mastertype

Scarborough
Teaches typing skills on the computer in arcade game format.
Improved edition now available.

APPENDIX G

SOCIAL STUDIES, SCIENCE AND HEALTH

MATERIALS

Crime & the Law
New Readers Press
Covers criminal justice system and victims rights. Also has workbook 4.6 reading level. High School

Earth Below and Sky Above
New Readers Press
Earth Science topics at a 4th grade reading level. Middle School

Government Today
New Readers Press
Student text, workbook, teacher's guide. Fifth grade reading level covers local, state and federal government. High School

Help Yourself to Health

New Readers Press
Text and workbook, near fifth grade level readability covers basics to good health. High School

Human Body-Wonders of Science Series
Steck-Vaughn
Geared for 7-12 grade students requiring only a 2-3 grade reading ability. Format and subject matter make these books great for special classrooms. Series also has Plant, Animals, Water, Physical and Earth Sciences, 6 books in all.

Our United States
New Readers Press
Text and workbook cover geography, resources, points of interest on 50 states, D.C. and U.S. territories. Near fifth grade reading level. Middle School

Our United States, Map Workbook for
New Readers Press
Helps students master map skills. Reading level 4.9. Middle School

State and Local Government
Quercus Corp.
Covering key government concepts as they relate to students daily lives. Spache Reading level 2.5. High School

This Is Your Body
New Readers Press
Text and workbook on the body and how it works--4 to 6 grade reading level.

World History Series
Quercus Corp.
Three book series written at mid-second grade level. Introduces human accomplishments including pre-history, Renaissance, Reformation Industrialization, European, South and North American, Asian and African History covered. High school

APPENDIX H

AFFECTIVE MATERIALS AND TECHNIQUES

The following materials are available through the Special Education Learning Materials Center/Regional Educational Media Center (SELMC/REMC), J.C.I.S.D.

Conflicts Between Parents and Children Series:

Daily Disagreements	SE0326
Parents Expect...Children Want...	SE0328

Children in Crisis Series:

Child Abuse and Neglect	SE0267
Death	SE0379
Illness	SE0673
Divorce and Separation	SE0420

Children with Handicaps/Families Who Care Series:

Support From the Family	SE1505
Support From Educators	SE1502
Support From the Helping Professions	SE1503
Support From the Community	SE1504

(The) Effective Parent Series:

The Parent As a Teacher	KT0329

Understanding Differences SE1879

"What Do I See When I See Me?"
I See Strength. Building Self-Confidence KT0438

ASSET, A Social Skills Program for Adolescents Series:

Giving Positive Feedback	SE2402
Giving Negative Feedback	SE2403
Accepting Negative Feedback	SE2404
Resisting Peer Pressure	SE2405
Problem Solving	SE2406
Negotiation	SE2407
Following Instructions	SE2408
Conversation	SE2409

A group program for teenagers which teaches those skills needed to interact successfully with other people. Includes videotapes, leader's guide, and program materials.

Magic Circle Human Development Program SE1834.2

Excellent guide for operating group discussions on affective skills areas. Some of the higher level materials provide a great list of group topics suitable for high school or middle school.

The following is also used in our secondary program:

Thinking, Changing, Rearranging-Improving Self-Esteem in young people
Timberline Press.
Based on Rational-Emotive Therapy, this program is designed for 9 to 17 year olds. It assists students in taking more responsibility for their inner emotional environment. Described as a cognitive Self-Esteem Program.

AFFECTIVE EDUCATION TECHNIQUES

LIFE-SPACE INTERVIEW

The life-space interview is a psychodynamic intervention which can be used with children in conflict immediately following a crisis. Emotionally handicapped pupils may act without apparent thought regarding the outcomes of their behaviors, and they do not seem to be aware of the social consequence of the behavior. Consequently, defense mechanisms come into action to such a degree that it becomes difficult to see the real issues involved. Teachers may have a tendency at the point of crisis to tell or to moralize about the situation to the emotionally handicapped pupil; however, have the emotionally handicapped pupil review with the teacher or other adult figure what happened.

Five steps of life-space interview include:

1. Hear the Feelings - Help child to identify and label his feelings. Purpose is to determine a more appropriate way to express these feelings, not to deny the importance of these feelings.

2. Define the Problem - The adult encourages the child, in a non-threatening and nonjudgmental way, to describe the incident as he/she remembers it. In being descriptive of the problem, the child often experiences renewed feelings. Thus, the adult must allow the feelings and problem steps to flow back and forth.

   When a clear statement of the problem can be agreed upon by both the child and the adult, the interview is ready to progress.

3. Brainstorm Alternatives - The adult must be willing to accept all alternatives. There should be no attempt at this stage to test the reality of any alternative presented by the child; however, the alternatives should fit the problem statement and the purpose of the life-space interview, i.e., either to help the child handle the present situation, or to learn something for the future.

4. Contract for Change - At this point the adult can help the pupil look at the reality and consequences of the alternatives. The goal of this step is for the adult and pupil to agree upon one of the alternatives and build a clear, realistic, and honest contract.

5. Follow-through on the Contract - The pupil deserves recognition for his/her efforts. Praise is crucial. Should the contract fail, the adult should think through the following possible reasons with the child and decide upon a course of action:

   a. The child might just have forgotten and a reminder might be enough.
   b. The child and adult might have chosen the wrong alternative and a reworking of the contract might be called for.
   c. The real problem might not have been uncovered and a reworking of the total life-space interview might be needed.
   d. The child might have been "conning" the adult.

The life-space interview is a learning process. In working through the steps, the child is learning to identify feelings, clarify concerns and looks forward to making changes. The child is learning to take responsibility for his own behavior by making choices and accepting responsibility for those choices.

For additional information relative to life-space interview refer to:

Redl, F. "The Life-Space Interview". In Long, N., Morse, W., and Newman, R. Conflict in the Classroom, 1980.

CLASS MEETING/GROUPS

Through class meeting/groups, pupils can learn to accept feelings and ideas of others. Groups can be used for academic planning, problem solving, sharing, and crisis intervention. Group meetings are useful for increasing a pupil's ability to pose problems, initiate suggestions, choose and implement alternative solutions. Such meetings help pupils expand their ability to cope in a positive way, which results in developing responsibility, self-confidence, and self-respect.

The use of class meeting/group should be structured with the pupils with particular emphasis on "rules for group". Suggested "rules for group" involve the following:

1. No one is made to talk.
2. Everyone's opinion is accepted.
3. No one is to reveal what is said in group to any outsiders.
4. One can say anything, but cannot physically attack another member.
5. Anyone can initiate problems or questions.
6. Each member of group has no more or no less importance than any other member.

-Adapted from Project Speed,
Richland School District #2

Examples of programs developed for group meeting include:

Magic Circle
Human Developmental Training Institute
LeMesa, California

Pow Wow
Project Re-Education
Louisville, Kentucky

Other references related to class meeting/group include:

Dickers, R., Greenwald, B. and Pepper, F. Maintaining Sanity in the Classroom, 1971.

Gearheart, B. and Weishan, M. The Handicapped Child in the Regular Classroom, 1976

Glasser, W. Schools Without Failure, 1969.

BIBLIOTHERAPY

Bibliotherapy is "healing with books". Although no book is literally going to "heal the wounds", it can present a problem with which the student relates. Therefore, books may allay some fears and frustrations. Bibliotherapy requires that the teacher know his/her pupils well enough to be aware of problem areas and then to find the right book for the student. The teacher may use open-ended stories selected about a type of problem the group may have in common or help the pupil individually select books on identified problems areas.

Selected resources for using bibliotherapy are:

Dreyer, S. The Bookfinder: A Guide to Children's Literature About Needs and Problems of Youth Ages 2-15.

Ross, F. "Bibliotherapy", Media and Methods, 1969, Vol. 1.

Russell, A. and Russell, W. "Using Bibliotherapy with Emotionally Disturbed Children", Teaching Exceptional Children, 1979, Vol. II.

ROLE PLAYING

Role playing is a technique which helps pupils clarify feelings and express attitudes related to real occurrences and significant events. Role playing can help pupils look at a situation from a different viewpoint, identify with problems, and practice appropriate responses in simulated situations.

Resources for information relative to using role playing with exceptional pupils include:

Georgia Department of Human Resources. Life Skills for Mental Health, 1978.

Hammill, D. and Bartel, N. Teaching Children with Learning and Behavior Problems, 1978.

Hawley, R. Values Exploration Through Role Playing, 1975.

VALUES CLARIFICATION

Values clarification is a method of incorporating into the curriculum activities and materials which assist pupils in clarifying feelings, attitudes, beliefs and values. The clarification of values is considered to be one prerequisite to positive interpersonal relationships.

Selected references helpful with using values clarification include:

Georgia Department of Human Resources, Life Skills for Mental Health, 1978.

Raths, L., Harmin, M., and Simon, S. Values and Teaching, 1978.

Simon, S., How, L, and Kirshenbaum, H. Values Clarification, 1972.

Simon, S. and O'Rourke, R. Developing Values with Exceptional Children, 1977.

BEHAVIOR MANAGEMENT STRATEGIES

BEHAVIOR MODIFICATION

Behavior Modification is a systematic and planned method of structured consequences used to influence behaviors. Behavior Modification is an effective tool for classroom management. It is based on the principle that behavior which is positively reinforced increases in frequency. Delivering positive consequences for appropriate behavior and ignoring inappropriate behavior is the basic technique. However, it must be used properly to insure effectiveness. Below are a few basic rules (Georgia Department of Education, 1980):

1. Set up reinforcement system. Post this in room. (i.e., How to earn rewards and what rewards earn.)

2. Reinforce immediately.

3. Use reinforcements liberally at first and at critical times of day.

4. If using check marks:

   a. Specifically schedule a time to trade check marks for more concrete rewards. This may be daily or several times a day or weekly, depending on students.
   b. Keep each student's check mark card taped to desk with his name on it for easy access and recording.
   c. Use an unusual colored pen or mark for recording so pupils may not fill out their own card.
   d. Keep extra cards and pens and rewards locked up.
   e. Be very definite about how many checks can be earned for what. Never argue.
   f. Pupils start with 0 checks and earn checks for appropriate behavior, work, etc. As a rule, checks are not taken away.

5. Make a variety of reinforcers available to children and change frequently. Different children will work for different reinforcers. Ask the child what activities or items he wishes to work for.

6. Reinforce only appropriate behavior - attention for inappropriate behavior is reinforcing!

7. Use activities or privileges as reinforcers. They're just as effective and much cheaper. Free time, art projects, extra TV time, extra dessert, etc. are good.

8. Do what you say you will do! Stick to the rules.

9. "Shape" behavior by reinforcing improvements in behavior. Reward successive approximations. Lower expectations if necessary so that child may experience success and reward.

10. Slowly require more work for less pay-off.

11. Always pair your intangible, social approval with the concrete, tangible rewards. The goal is to gradually withdraw the tangibles.

12. Be consistent! Give the system a fair try. You can't change behaviors overnight which have developed over years.

13. Be positive! Force yourself to search for "Good" rewardable behaviors and ignore deviants as much as possible.

To strengthen new behavior, use positive reinforcement.
To develop new behavior, use successive approximation, modeling and cueing.
To maintain new behavior, use intermittent reinforcement.
To stop inappropriate behavior, use negative reinforcement, incompatible alternative, extinction, and satiation.

Selected references on behavior modification are:

Hayes, R. and Stevenson, M. Teaching the Emotionally Disturbed/Learning Disabled Child: A Practical Guide, 1980.

Krumboltz, J. and Krumboltz, H. Changing Children's Behavior, 1972.

Walker, J. and Shea, T. Behavior Modification: A Practical Approach for Educators, 1980.

CONTINGENCY CONTRACTING

Contracting is one specific method for helping emotionally handicapped pupils change and modify their behaviors. Contingency management is arranged to make reinforcement or rewards dependent upon behavior performance and is based upon the Premack Principle. This principle states that any low probability behavior can be reinforced by an opportunity to participate in a high probability behavior. The contingency contract states who will engage in what behavior, when the behavior will occur, what the consequence will be, who will provide it, and when the contract can be renegotiated. Contingency contracting can be used to individualize instruction to respond to the emotionally handicapped pupil's needs, interests and abilities and can be applied to cognitive and affective domain of learning.

Ten Basic Rules for Contingency Contracting

1. The contract payoff (reward) should be immediate.

2. Initially, contracts should call for and reward approximations of desired behavior.

3. The contract should provide for frequent rewards in small amounts.

4. The contract should reward an accomplishment rather than obedience.

5. The performance should be rewarded after it occurs.

6. The contract must be fair to both parties.

7. The terms of the contract must be clear.

8. The contract must be honest.

9. The contract must be positive.

10. Contracting must be used systematically.

Adapted from Homme, How To Use Contingency Contracting in the Classroom, 1971.

Additional references on contingency contracting are:

Dardig, J. and Heward, W. Sign Here: A Contracting Book for Children and Their Parents, 1976.

Gearheart, B. and Weishahn. The Handicapped Child in the Regular Classroom, 1976.

Hayes, R. and Stevenson, M. Teaching the Emotionally Disturbed/Learning Disabled Child: A Practical Guide, Volume I., 1980.

Swanson, H. and Reinert, H. Teaching Strategies for Children in Conflict: Curriculum, Methods, and Materials, 1979.

Walker, J. and Shea, T. Behavior Modification: A Practical Approach for Educators, 1980.

"AWARD" SYSTEM

Picture notes, "awards", and personal messages can be used to encourage and compliment pupils with behavior problems. These "awards" are effective positive reinforceres when a pupil has achieved a goal or overcome some social or academic problem. Such "awards" can be an inexpensive, teacher-made resource reflecting a pupil's age and interests.

Selected references relative to using awards are:

Gearheart, B. and Weishahn, M. The Handicapped Child in the Regular Classroom, 1976.

Glazzard, M. Visual Motivation, H & H Enterprises, 1980.

Kohfeldt, J. Innovative Educational Support Systems, 1977.

TIME OUT PROCEDURES

There are various time out or separation procedures that can be effective behavior management techniques, e.g., a designated "quit" area in the classroom or seclusion in a separate room. They should be used as only one set of a continuum of techniques, rather than the teacher's only method for managing inappropriate behavior.

In choosing to use time out procedures, educators should keep in mind the following overall guidelines:

1. Strategies should be systematically planned, carefully supervised, and continuously evaluated.

2. Teachers should explain the steps in the continuum (strategies) to pupils and parents before they are implemented. If there is a time out room, let them see it. Parental permission should be secured for use of seclusion time out in a special room.

3. Strategies should be used in a positive a manner as possible and should not come across to pupils as punishment, e.g., "As soon as you are settled, I'll be happy for you to rejoin the group."

The following are more specific guidelines taken from the April, 1977, issue of Exceptional Children, "Time Out in the Classroom - Implications for Special Education", by David L. Gast and C. Michael Nelson:

1. Staff should be able to identify the reinforcing situations that are maintaining the child's inappropriate behavior.

2. Those behaviors that will result in time out should be explicitly stated before the time out contingency is implemented.

3. The teacher should attempt to control the inappropriate behavior first by employing milder forms of time out (separation within the classroom) prior to resorting to seclusion time out (in a special room).

4. Documentation that milder forms of time out have proved ineffective in suppressing the inappropriate behavior should be provided whenever placing a student in time out. The authors suggest these specific practices:

    a. Avoid lengthy verbal explanations as to why the student is being placed in time out. Behaviors resulting in time out should be clearly explained prior to implementing the time out program. If an explanation is provided, it should be brief but should adequately inform the student of the misbehavior involved. A standard explanation format should be used.

b. Identify those behaviors, if any, that will result in a warning before time out is implemented. These generally are behaviors of low frequency and magnitude that have not been defined explicitly previously. (Other behavior normally will require no warning.)

c. To maximize opportunities to exercise self control, students should be given the opportunity to take their own time out after receiving the instruction from the teacher. However, if students refuse to take their own time out or if they fail to respond to the teacher's instruction within a reasonable time interval, the teacher should physically remove them to the time out area. For high intensity behavior (e.g., kicking, screaming), the student should be immediately escorted to time out.

   It is important that teachers realistically evaluate their ability to physically remove a student to the time out area. If a pupil is able to "break away", requiring a teacher to physically remove the student would be inappropriate. An alternative strategy may be necessary and may entail a reevaluation of the reinforcers in the classroom. Other alternatives may include reinforcing other students for ignoring disruptive behaviors.

d. The duration of each time out period should be brief. One to five minutes generally is sufficient. It is doubtful that time out periods exceeding fifteen minutes serve the purpose for which they are intended.

e. Release from time out should be made contingent upon the student's behavior while in time out.

Additional consideration for using Time Out are suggested by:

Hayes and Stevenson in Teaching the Emotionally Disturbed/Learning Disabled Child: A Practical Guide.

Braaten, Madison School Model (Minneapolis).

TECHNIQUES FOR MANAGING SURFACE BEHAVIOR

1. Planned Ignoring

   Much behavior is performed just to attract attention and will probably dwindle if left unchallenged. The difficult part of this technique is acquiring the ability to speculate as to which behavior are "so surface" that they will disappear with ignoring.

2. Signal Interference

   Often just a signal from an adult is enough to bring back the pupil's own control system at a time when he is giving in to an impulse to do something that his own judgment or value system would normally reject. The technique is not useful under the following conditions: (1) when a pupil is too excited to be recalled, (2) when a positive relationship

does not exist between teacher and student or, (3) when the behavior serves pathological goals that a pupil's system has not learned to control.

3. Proximity and Touch Control

Being physically close to a pupil, putting an arm around or patting on the shoulder can be effective in raising his sense of security and providing ego support and a protection against anxiety. This technique should not be used with a pupil who gets stimulation from physical contact or when such attention might create jealousy in other pupils.

4. Involvement in Interest Relationships

An enthusiastic adult might help a pupil to cope with a new èxperinece that might be difficult to handle or manage.

5. Hypodermic Affection

Students need constant demonstrations that you care, especially when they seemingly could not care less, or would not admit that your caring makes any difference to them. This is not to say that love alone is enough; however, when a pupil is acting out because he/she is feeling that no one likes him/her, a genuine expression of affection from an adult can help him/her get back in control.

6. Easing Tension Through Humor

A well-trained attempt at "kidding" will often stop the behavior. This is not to be confused with aggression, sarcasm, or cynicism.

7. Hurdle Help

This can be used when a pupil with little self-control is feeling frustrated because of a difficulty encountered while trying to complete a task. Helping him/her over a hard spot on the way to a goal can often avoid a blow up.

8. Interpretation as Interference

An attempt to help the pupil understand what he has misinterpreted can stop inappropriate behavior or produce desired surface behavior.

9. Regrouping

This technique involves changing the grouping of pupils so that those who do not get along are not together.

10. Restructuring

Abandon an activity when it is not working. Be ready to substitute an alternative, rather than giving a pupil a hard time for not being able to stick with the program. Do not overuse this technique as it might become a technique for evading the responsibility of dealing with real problems.

11. Direct Appeal

Saying something like, "Calm down, kids, I'm really tired" can be effective. This will not work until pupils have some real feelings for the adult--it may take months. Appeal to the pupil's feelings, his own sense of pride, his knowledge of his peer group's behavior code, his pride in personal improvement, and his knowledge of the undesirable consequences inherent in his action.

12. Antiseptic Bouncing

If a pupil reaches a state where other techniques are not successful, removing him from the group for a few minutes may help him get control. Use this only when an adult can go with the child for talking and controlling.

13. Support from Routine

All children need structure--some need more than others. Since some pupils become extremely anxious without routine, guidelines may be needed even for unstructured periods.

14. Limiting Space and Tools

When something has excessive seductive value for a pupil, it is better to limit it, rather than permit him/her access to the situation he/she cannot handle. Only take away after other attempts to help pupil stop disturbing behavior have not succeeded.

How To Be a Better Behavior Manager series - edited by Nathan H. Azris, Victoria A., Besalel, R. Vance Hall, and Marilyn Clark Hall:

Hall, R.V. and Hall, M.C. How to Use Planned Ignoring (Extinction).

Hall, R.V. and Hall, M.C. How to Use Systematic Attention and Approval (Social Reinforcement).

Azris, N.H. and Besalel, V.A. How to Use Overcorrection.

Panyan, M. How to Use Shaping.

Houten, R.V. How to Motivate Others Through Feedback.

Hall, R.V. and Hall, M.C. How to Select Reinforcers.

Houten, R.V. How to Use Reprimands.

Managing Behavior series written by R. Vance Hall:

Hall, R.V. Managing Behavior 1: Behavior Modification/The Measurement of Behavior.

Hall, R.V. Managing Behavior 2: Behavior Modification/Basic Principles.

Hall, R.V. Managing Behavior 3: Behavior Modification/Applications in School and Home.

Other resources for behavior objectives for affective development include:

EBSCO Currriculum Materials, IEP - 2 Instructional Objectives, 1977.

Hayes, R. Stevenson, M. Teaching the Emotionally Disturbed/Learning Disabled Child: A Practical Guide, Volume IV, 1980.

Hewett, F. and Taylor, F. The Emotionally Disturbed Child in the Classroom: The Orchestration of Success, 1980.

Michigan Department of Education. A Handbook of Suggestions for Developmental Learning, 1972.

APPENDIX I

WESTERN HIGH SCHOOL COURSE LIST

FINE ARTS

General Art
Art Fundamentals
Advanced Art Plane
Advanced Art Solid
Photography
Advanced Photography
Cadet Choir
Concert Choir
Marching Band
Music Survey
Freshman Band

UNIFIED ARTS

General Shop
Basic Drafting
Architechural Drafting
Advanced Shop
Meal Management
Beginning Sewing
Advanced Sewing
Child Growth and Development
Housing and Home Furnishings
Home and Family Living
Singles Living

GENERAL BUSINESS

Typing I
Personal Typing
Typing II
Contemporary Business
Accounting
Shorthand
Business Machines
Office Procedures
Beginning Computer Programming
Advanced Computer Programming

ENGLISH

English 9
English 10
American Literature
English Literature
Advanced Reading
Career English
Composition
Individualized Reading
Developmental Reading
Oral Communication

MATHEMATICS

General Math
Algebra I
Geometry
Foundations of Math
Advanced Math
Algebra II
Consumers Math

SCIENCE

Physical Science
Outdoor Lab
Field Ecology
Chemistry
Exploratory Biology
Exploratory Chemistry
Health
First Aid
Biology
Physics
Advanced Science

PHYSICAL EDUCATION

9th Grade P.E.
10th Grade P.E.
Advanced Physical Education
Physical Fitness for Life
Sports Officiating

SOCIAL STUDIES

Michigan History
Readings in History
World Geography
Early Civilization
Modern Civilization
American History
Psychology
Sociology
Anthropology
Political Science
History of Human Thought
Government
International Relations
Student Involvement in Government and Society

GENERAL

Library Science
Library Assistant
Area Career Center
Independent Study, WIRC
Teacher Assistant
Office Assistant
Non-Credit Senior Reduced Schedule

APPENDIX J

WESTERN HIGH SCHOOL GENERAL GRADUATION REQUIREMENTS

GENERAL INFORMATION

The staff and administration of Western High School encourages parents and guardians to take an active role in the academic life of their children. Guidance is necessary, not only from the school, but from parents as well. We urge you to become familiar with the curriculum and requirements of the high school that you may help us in planning the best academic schedule for you children.

1. Western High School has a 6 period day and students are normally required to take 6 hours of class.

2. It is expected that after selecting and enrolling in a subject, students will continue in that subject for the duration of the course. Therefore, the wise and thoughtful selection of course changes are made for educational reasons only.

3. Students planning on college should carefully plan their sequence of courses with a counselor to ensure they will meet not only their basic college entrance requirements, but special college program requirements as well.

4. Students interested in the vocational and technical areas who are planning special training after high school should also plan carefully with their counselors in order to gain the optimum experience in the field they have chosen.

5. The State Law Act #90, requires all minors who wish to work during school to have a work permit. Work permits can be obtained from the high school office.

GENERAL GRADUATION REQUIREMENTS

To be eligible to receive a diploma and participate in graduation-related exercises from Western High School, a student must satisfactorily complete the following requirements:

1. Regular attendance at school.

2. A student must earn 22 credit hours of work, including departmental requirments, in grades 9-12.

3. At least 20 of these credits must be academic in nature. Non-academic credits are identified under general course descriptions.

4. Departmental requirements include:

   a. **3 credits in English:**

      1 credit 9th grade English
      1 credit 10th grade English
      1/2 credit American Literature OR Career English
      1/2 elective credit

b. **3 credits in Social Studies:**

1 credit American History (10th grade)
1/2 credit Government (12th grade)
1-1/12 elective credits (Home and Family Living and Varsity Debate may receive Social Studies credit)

c. **2 credits in Science:**

1/2 credit Physical Science (9th grade)
1-1/2 elective credits

d. **2 credits in Mathematics:**

1 credit General Math OR Algebra (9th grade)
1 elective credit

e. **2 credits in Physical Education:**

1 credit 9th grade Physical Education
1 elective credit

f. **1/2 credit in Health:**

It is recommended that Health be taken in the 9th or 10th grade. This credit **DOES NOT** count toward science credits.

5. A student may earn no more than 2 assistantship credits.

6. Credits may be waived for students transferring from another high school requiring less than 22 credits for graduation.

ALTERNATIVE GRADUATION

Under special circumstances, students may be granted alternative graduation. Such a special program will be under the guidance of an alternative graduation committee consisting of an academic student sponsor, guidance counselor, administrator, teacher and Board of Education member. If alternative graduation is considered, the following guidelines must be followed:

1. The student must choose to establish an alternative graduation program during the second semester of the sophomore year or during the junior year.

2. The student and his/her academic sponsor must present an alternative graduation program to the alternative graduation committee prior to the completion of the junior year.

3. The student, his/her parents, and the alternative graduation committee will develop a measurable program of social and educational growth to take place during his/her senior year. The program must be in the area of academic achievement (higher education or vocational education) or

in vocational achievement (vocational experience for which the student has earned certification from a certified agent or institution).

4. The student must successfully complete his/her junior year and all subjects for graduation.

5. Upon successful completion of the objectives of the measurable program, the alternative graduation committee may recommend to the Western Board of Education that the student be granted a diploma and the 22 credit hours requirement be waived.

6. Upon the Board's approval, the student may participate in all graduation ceremonies and will be granted a Western diploma.

ALTERNATIVE CREDITS

Under special circumstances, students can transfer credits from other institutions of education that will apply toward graduation requirements. Arrangements for such alternative credits can be made through the senior counselor. Such arrangements should be made during the junior year.

ABBREVIATED SCHOOL DAY

Some students may find it convenient and possible to schedule less than a full day of classes. Such an abbreviated shcool day is possible under the following guidelines:

1. A student should apply for abbreviated day as soon as possible at the beginning of either semester. Applications will not be accepted after the first Friday of the beginning of either semester.

2. A senior who meets the time requirements may apply for abbreviated school day status by obtaining an agreement from a counselor. Parents of the student (if he/she does not have an "Age of Majority" request) must give their approval of the agreement.

3. The counselor's signature will denote that a credit check has been made and that the student will not jeopardize his/her chances for graduating by attending school on an abbreviated day basis.

4. The student must recognize that a violation of any provision of the abbreviated day regulations might mean a loss of the status and a return to a regular schedule of classes.

APPENDIX K

PROGRESS REPORT AND INTEREST INVENTORY

SECONDARY PROGRESS REPORT

STUDENT'S NAME: _____ BUILDING: _____

BIRTHDATE: _____ GRADE: _____ DISTRICT: _____

DISABILITY: _____ TEACHER: _____

DATE: _____ CURRENT EDUCATIONAL PROGRAM: _____

READING: Achievement Tests

Name _____
Level _____

Comments:

MATH: Achievement Tests

Name _____
Level _____

Comments:

PREVOCATIONAL SKILLS:

Interests _____
_____

	*	E	G	P
Money Management				
Time Concepts				
Job Awareness				
Ability to Follow Directions				
Knowledge of Personal Data Info.				

VOCATIONAL EDUCATION

Program _____

Place _____

Comments:

PERSONAL ADJUSTMENT

	*	E	G	P
Attendance				
Work Habits				
Relationship with Others				
Ability to Work Unsupervised				
Attitude Toward Criticism				
Initiates Tasks				
Personal Appearance				

LEARNING STRATEGIES:

	*	E	G	P
Time Management				
Textbook Usage				
Test Skill				
Visual Aids Usage				
Skimming & Skanning				
Listening Comprehension				
Note Taking				

COURSE WORK

First Semester Course	Letter Grade Reg. Ed.	Spec. Ed.	Second Semester Course (check one) Reg. Ed.	Spec. Ed.

High School Credits Completed Prior to This Year

Graduation Program

___ Regular Education Program
___ Special Education Program
___ Individualized Program (non-grad.)

* E=Excellent
G=Good
P=Poor

INTEREST INVENTORY

Name _____ Date of Birth _____ Age _____

Grade _____ School _____ Sex _____ Date _____

This is not a test. Your answers will not be graded, but they will provide helpful information. Please answer each question carefully. If you need assistance, please ask.

A. **RECREATION AND OTHER ACTIVITIES:**

1. When you have an hour or two to spend as you please, what do you like best to do?

   _____

2. What do you usually do: After school _____

   _____

   In the evenings? _____

   _____

   On the weekends? _____

   _____

3. What games do you like best to play? _____

   _____

4. Do you make things? Yes _____ No _____ What things have you made?

   _____

5. Do you have any hobbies? Yes _____ No _____ If yes, what?

   _____

6. What tools or hobby equipment do you have at home? _____

   _____

7. Do you collect things? Yes _____ No _____ If yes, what?

   _____

8. Do you take lessons such as music and dancing? Yes _____ No _____

   If yes, what? _____

9. Suppose you could have one wish which might come true, what would it be?

_____

10. Are there some things you are afraid of? Yes _____ No _____ If yes, what? _____

11. Do you have any pets? Yes _____ No _____ If yes, what?

_____

B. **TELEVISION, RADIO AND MOVIES:**

12. How much time do you spend looking at TV?

On a school day? _____ hours.
On a weekend? _____ hours.

13. What is you favorite TV program? _____

14. How much time do you spend listening to the radio?

On a school day? _____ hours.
On a weekend? _____ hours.

15. How often do you go to the movies? _____

16. Name the movies you have liked best? _____

_____

C. **READING**

17. How much time do you spend reading?

After school? _____ hours.
On the weekend? _____ hours.

18. What is the best book you have ever read? _____

_____

19. Name some books that you have liked. _____

_____

20. Do you go to the public library? Yes _____ No _____ If yes, how often? _____

21. What magazine do you read? _____

22. Do you read comic books? Yes _____ No _____ If yes, what are you favorite comic books? _____

23. Do you read a newspaper? Yes _____ No _____ If yes, which parts?

_____

24. What kind of books do you like best? For example, books about animals, people in other lands, planets, etc. _____

_____

D. **VOCATIONAL AND EDUCATIONAL INTERESTS:**

25. What kind of work do you want to do when you finish school? _____

_____

26. Have you read books or stories about the kind of work you want to do?

Yes _____ No _____ If yes, name them. _____

_____

27. Have you seen anyone on television or in the movies who does the kind of work you want to do? Yes _____ No _____ If yes, who?

_____

APPENDIX L

AWARDS

*The drawings in this appendix are a collection of sample awards. **PLEASE DO NOT REPRODUCE.** Similar awards are available through various distributors.

Awards

Remember the last time you were stopped and congratulated by a policeman for super safe driving?

Some kids can't remember hearing... "Congratulations. You contracted for 8 spelling words, and you spelled them all correctly this week." or "WOW!! 10 minutes in your seat today. That's 9-1/2 minutes more than yesterday!"

Awards help provide the necessary feedback for the small gains that individual students make on those tasks which are hardest for them.

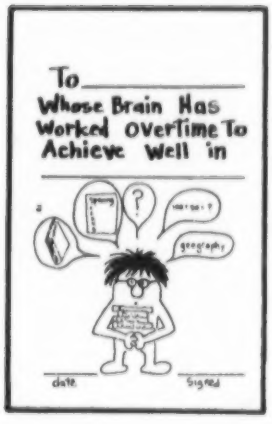
There are three types of awards that can be activated anytime a teacher catches a student engaging in a behavior she wishes to reinforce. All students need positive recognition for their achievement and behavior gains.

HUMAN SUPPORT AWARDS

Human Support Awards are used to recognize a person's actions toward another human being (peer, teacher, parent, principal, etc.) Tutoring a friend having a hard time with his spelling words, helping a neighbor pick up leaves, and practicing throwing and catching a ball with a buddy--these are all examples of behavior which might lead to earning a Human Support Award.

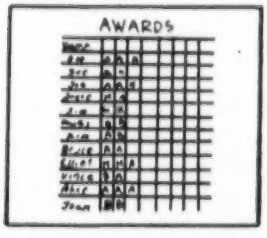
BEHAVIOR AWARDS

Behavior Awards reinforce successive small steps toward a desired behavior. Managing one's temper-control by shouting instead of kicking, working in one's seat for 10 minutes without bothering others, and completing tasks that are started are all examples of actions which could result in a Behavior Award.



ACHIEVEMENT AWARDS

Achievement Awards are known to most of us. Yet there are too many students who do not seem to be elibible under our present system oriented to grade level Achievement Award if he completes an assignment which is appropriate in task, length, and skill level for him.



AWARDS INVENTORY

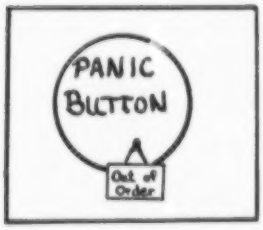
The Awards Inventory provides a system for keeping track of those pupils already recognized and those who still need to be "caught in the act of doing it right".

Sounds like a lot of work! Imagine doing it in a classroom with 30 or more students!

Having the Awards and the Awards Inventory ready and duplicated makes it possible!! Remember, those students who seem difficult to catch doing anything right are the ones who need this recognition the most.

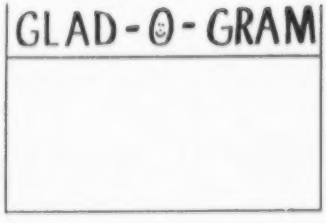
BEST COPY AVAILABLE

SCHOOL-HOME COMMUNICATORS



When a call or an official message from school arrives, how many parents wonder "Now what has my child done?"

School-Home Communicators create a way to put the Panic Button out of order.



SCHOOL-HOME COMMUNICATORS

School-Home Communicators are messages that are. . .

1. Personalized--they tell what an individual student **can do.**
2. Activity oriented--they suggest ways family members can help the learner (as suggested by teacher or student).
3. Two-way communicators--they encourage the development of a two-way communication loop between school and home.

_____ and _____

have successfully worked together_____

_____

_____

Their efforts were noticed on_____

_____ by _____

_____

Fantastic!

_____ _____

date signed

BEST COPY AVAILABLE

We Came Running To Tell You

that _____ is a neat friend because

_____

_____

_____
official signature

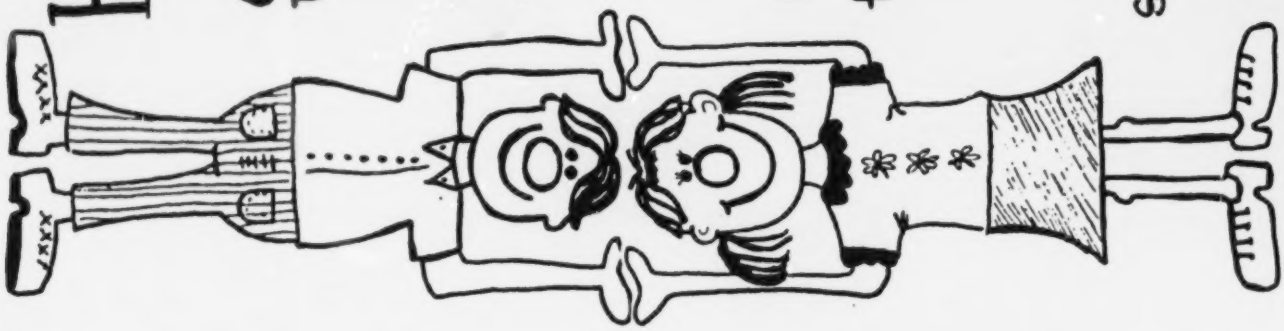
_____ _____
date official friend

Human Support Award

_____ has earned this human support award for _____ _____

Signed: _____

date: _____

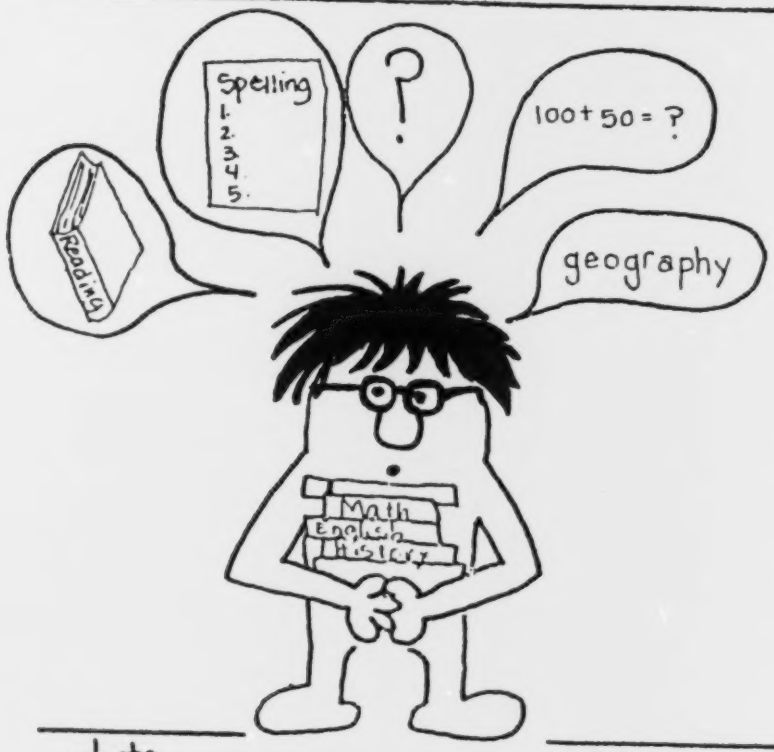


BEST COPY AVAILABLE

To _____

Whose Brain Has Worked Overtime To Achieve Well in

_____



_____ date

_____ Signed

Special Friend Award

Congratulation to

_____

for

_____

_____

_____

signed _____

date _____

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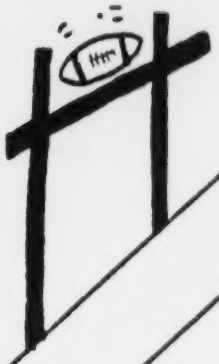

Congratulations from your fans!!

has

Name

date

Team member

Coach

GLAD-O-GRAM

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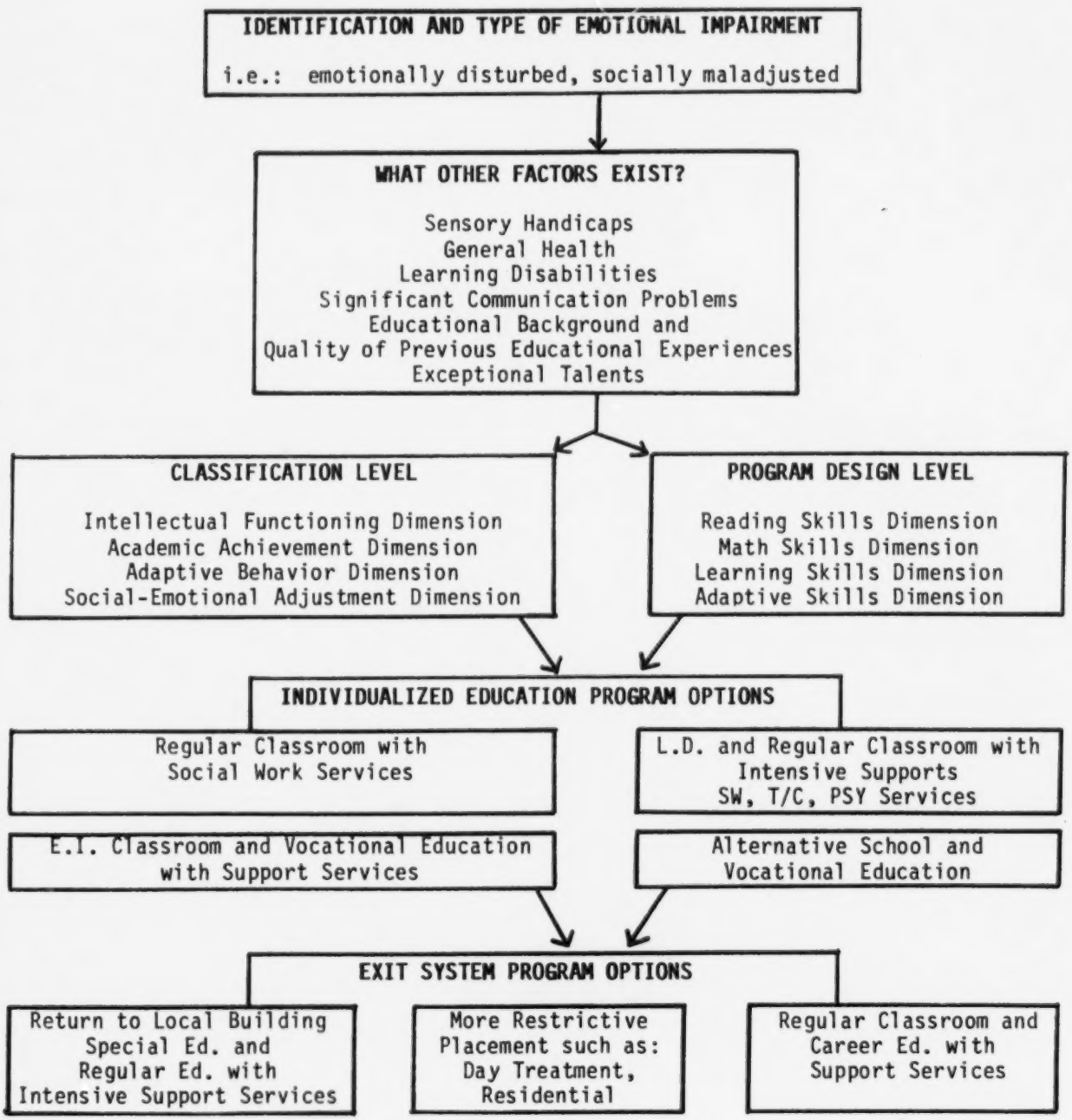
APPENDIX M

E.I. PROGRAMMING
A MULTIDIMENSIONAL MODEL

E.I. PROGRAMMING
A MULTIDIMENSIONAL MODEL



APPENDIX N

ADDITIONAL REFERENCES

A. **ADDITIONAL REFERENCES**

Daily Communication; Linda Schwartz and Nancy McKinley

Learning How to Learn; Project Stile, Lawrence High School, Lawrence Ransas

People Making; Virginia Satir

100 Ways to Enhance Self-Concept; Jack Canfield

The Other Side of the Report Card; Larry Chase

Teaching Functional Academics; Michael Bender and Peter Valletulte

Numerous other references are listed throughout this curriculum guide.

B. **PUBLISHERS ADDRESSES**

Allyn Bacon, 7 Wells Avenue, Newton, MA 02159

Bennett & McKnight, Glencoe Publishing Co., 17337 Ventura Blvd., Encino, CA 91316

Broderbund Software, 17 Paul Drive, San Rafael, CA 94903

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